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ABSTRACT

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the counter attendant. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; 12 information sheets and 28 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) counter terminology, (2) safety, (3) counter fixtures, (4) providing eye appeal to foods, (5) preparing the counter, (6) portioning food, (7) serving personality, (8) preparing drinks, (9) desserts, (10) entrees, (11) keeping the counter supplied, and (12) cleaning the counter. (YLB)

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ED230806

CAFETERIA OCCUPATIONS

COUNTER ATTENDANT

DOT NO. 311.677-014

Coordinator's Guide

CE036302

MATERIALS DEVELOPED AND DISTRIBUTED BY
Occupational Curriculum Laboratory
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East Texas State University
Commerce, Texas

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FIRST EDITION

1979

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Progress Chart for

COUNTER ATTENDANT

Name

D.O.T. #311.677-014

School

Date Completed

INFORMATION SHEET 1	COUNTER TERMINOLOGY	
ASSIGNMENT SHEET 1	UNDERSTANDING COUNTER TERMINOLOGY	
Test	Part 1	
OBJECTIVE	Identify the terminology related to the job of counter attendant.	
INFORMATION SHEET 2	SAFETY	
ASSIGNMENT SHEET 2	RECOGNIZING UNSAFE CONDITIONS	
ASSIGNMENT SHEET 3	DRAW A SAFETY POSTER	
ASSIGNMENT SHEET 4	IDENTIFIY UNSAFE PRACTICES	
Test	Part 2	
OBJECTIVE	Point out the desirable safety practices and identify undesirable safety conditions at the cafeteria counter.	
INFORMATION SHEET 3	COUNTER FIXTURES	
ASSIGNMENT SHEET 5	IDENTIFY COUNTER FIXTURES	
ASSIGNMENT SHEET 6	EXPLAIN THE USE OF COUNTER FIXTURES	
ASSIGNMENT SHEET 7	DEMONSTRATE THE PREPARATION OF COFFEE	
Test	Part 3	
OBJECTIVE	Identify the types of counter fixtures required, and explain how each is used.	
INFORMATION SHEET 4	PROVIDING EYE APPEAL TO FOODS	
ASSIGNMENT SHEET 8	IDENTIFY CORRECT SAFETY AND SANITATION RULES	
ASSIGNMENT SHEET 9	POINT OUT UNDESIRABLE QUALITIES AT A SERVING COUNTER	
Test	Part 4	
OBJECTIVE	Describe how foods may be displayed safely and attractively.	

INFORMATION SHEET 5	PREPARING THE COUNTER	
ASSIGNMENT SHEET 10	PLAN A SEQUENCE FOR PREPARING THE COUNTER	
ASSIGNMENT SHEET 11	PREPARE A DISPLAY OF A FOOD COUNTER	
ASSIGNMENT SHEET 12	DEMONSTRATE THE WRAPPING PROCEDURE FOR FLATWARE	
ASSIGNMENT SHEET 13	SELECT DISH LOCATIONS	
Test	Part 5	
OBJECTIVE	Demonstrate how to prepare a counter for serving.	
INFORMATION SHEET 6	PORTIONING FOOD	
ASSIGNMENT SHEET 14	DETERMINE THE NUMBER AND SIZE OF PORTIONS FOR VARIOUS FOODS	
ASSIGNMENT SHEET 15	DETERMINE THE METHOD OF PORTIONING FOODS	
Test	Part 6	
OBJECTIVE	Explain how to portion food and why portioning is important.	
INFORMATION SHEET 7	SERVING PERSONALITY	
ASSIGNMENT SHEET 16	EXPLAIN PROPER SERVING PERSONALITY	
ASSIGNMENT SHEET 17	RATE YOUR SERVING PERSONALITY	
Test	Part 7	
OBJECTIVE	Describe an appealing serving personality, and rate one's own personality.	
INFORMATION SHEET 8	PREPARING DRINKS	
ASSIGNMENT SHEET 18	EXPLAIN DRINK PREPARATION	
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ASSIGNMENT SHEET 21	EXPLAIN THE USE OF DRINK PREPARATION EQUIPMENT.	
ASSIGNMENT SHEET 22	PREPARE A COLLAGE OF DRINK PREPARATION DIRECTIONS.	
Test	Part 8	
OBJECTIVE	Explain drink preparation and the equipment required.	

INFORMATION SHEET 9	DESSERTS	
ASSIGNMENT SHEET 23	IDENTIFY TOOLS USED FOR SERVING DESSERTS	
ASSIGNMENT SHEET 24	IDENTIFY DESSERTS SERVED IN CAFETERIAS	
Test	Part 9	
OBJECTIVE	Identify desserts served in a cafeteria and tools required for serving.	
INFORMATION SHEET 10	ENTREES	
ASSIGNMENT SHEET 25	ENTREE PORTIONS	
Test	Part 10	
OBJECTIVE	List the types of entrees served in a cafeteria and describe portioning tools.	
INFORMATION SHEET 11	KEEPING THE COUNTER SUPPLIED	
ASSIGNMENT SHEET 26	RESTOCKING THE COUNTER	
ASSIGNMENT SHEET 27	POINT OUT THE FLOW OF FOOD AND SUPPLIES	
Test	Part 11	
OBJECTIVE	Point out the re-stocking procedure and how to maintain the supply of food and supplies.	
INFORMATION SHEET 12	CLEANING THE COUNTER	
ASSIGNMENT SHEET 28	CLEANING THE COUNTER	
Test	Part 12	
OBJECTIVE	List the cleaning responsibilities of a counter attendant, and the procedures to follow	

This student has completed the indicated training under my supervision.

_____
Instructor

FOREWORD

This study guide is one of eight individualized units developed for students enrolled in Cooperative Part-time Training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available.

The coordinator's guide provides additional information and suggested activities that will assist in helping the student. Also included are suggested alternatives that the coordinator may use in dealing with various types of students, including the slow-learner, slow-reader, and any other typical disadvantaged student. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing the assignments, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The pen and paper assignments should be handed in to the coordinator, and the individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for the assignment sheets and tests; however, students should also be graded

on individual participation. Both tests and assignments should be graded and returned to the students to keep as reference in their notebooks.

A coordinator may have a student complete a related study guide in instances where a business requires the student to perform responsibilities of two or more job titles within Cafeteria Occupations. If a student easily accomplishes all the assignments and studies in one guide, the student might be required to study all available study guides for Food Service Occupations, thus preparing the student for occupational advancement or entrance into the free enterprise system.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities as well as the explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce copies of the information, assignment, or test sheets for other students in the class.

For information on other study guides available, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

ACKNOWLEDGMENTS

Appreciation is expressed to those whose expertise made possible the development of the Food Service study guides. Many coordinators across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other Cooperative Part-time Training programs across the state.

Special thanks are extended to those instructors who field-tested the first study guides developed and provided periodic evaluations and comments to be used in revision and further development.

Appreciation also is given the numerous businesses that allowed our writers to collect information for these publications. The following is a partial listing of those cooperating with the project.

All Sports Inn
Charcoal Broiler
Dairy Queen
Ken's Pizza
Long John Silver's
Mr. Quick
Picadilly Cafeteria
Pizza Inn
Sonic Drive Inn
Wyatt's Cafeteria

Special thanks are extended to the Instructional Materials Centers at Texas Tech University in Lubbock and the University of Texas at Austin for their contributions.

COUNTER ATTENDANT

DOT NO. 311.677-014

Job Description

The counter attendant serves food from counters and steam-tables to cafeteria patrons:

1. Serves salads, vegetables, meat, breads, and cocktails, ladles soups and sauces, portions desserts, and fills beverage cups and glasses as indicated by customer

2. Add relishes and garnishes according to instructions from Counter Supervisor

3. Scrubs and polishes counters, steam tables, and other equipment

Alternate Titles	Undefined Related Titles
Server	Salad counter attendant
Steam table attendant	Steam table attendant, railroad

UNIT II-H

COUNTER ATTENDANT

UNIT OBJECTIVE

After completion of this unit, the student will be able to use the correct terminology and safety rules in performing the procedures and responsibilities required of a counter attendant in a cafeteria. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completion of this unit the student will be able to:

1. Select the correct terminology to be used when working as a counter attendant.
2. Identify unsafe conditions which may exist in a cafeteria.
3. Identify the correct safety practices and sanitation standards to be followed while working at the counter.
4. Identify the counter equipment used in a cafeteria.
5. Explain the methods of providing eye appeal to the foods on the counter.
6. Point out the general responsibilities of a counter attendant when preparing the counter for service.
7. Explain the preparation for each station prior to serving time.
8. Explain why foods are portioned.
9. Determine how foods are to be portioned.
10. List the rules to be followed for different situations which occur at the counter during serving.
11. Select the procedures for greeting the customer.
12. Select the procedures for dealing with the customer.
13. Explain the drink preparation process.
14. List six types of desserts served in a cafeteria.
15. Explain how the portion size of a dessert is determined.
16. Select the correct tools to be used in portioning.
17. Explain how to portion various foods.
18. List three meats served as entrees.

19. Select the correct rules for portioning entrees.

20. List the titles of the two persons with whom the counter attendant must communicate to get additional food or supplies.

21. List two methods of communication used in a cafeteria between the counter and kitchen.

22. Explain the flow of supplies from the kitchen to the counter.

23. Explain the importance of communication between the counter and the kitchen.

24. List the responsibilities of the counter attendant concerning keeping the counter supplied.

25. Point out the responsibilities of the counter attendant when clearing and cleaning the counter at the end of the day.

26. Select the correct cleaning procedures for stainless steel.

27. Select the correct standards for cleaning.

UNIT II-H

COUNTER ATTENDANT

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective sheet

A. Discuss each specific objective with the student.

B. Explain the relationship of each to the training station.

C. Have the student complete the objectives in the most logical sequence for the training station.

(NOTE: A change of sequence is necessary only when a student changes jobs during the year or an employer requests training in a specific area.)

D. Add additional objectives necessary for the training station.

II. Information and corresponding assignment sheets

A. Information Sheet #1--Counter Terminology

1. This information sheet may be used as a glossary.

2. Use Assignment Sheet #1--Understanding Counter Terminology, to reinforce this area of information.

a. Have students use Information Sheet #1 or use reference book glossaries to complete the assignment sheet.

b. Have the students develop similar puzzles or word games using other terms used at the counter.

3. Have students add other terms used in the training area.

4. Have students develop crossword puzzles using the terms and definitions.

B. Information Sheet #2--Safety

1. Use the following assignment sheets to reinforce this safety information.

a. Assignment Sheet #2--Recognizing Unsafe Conditions

(1) Have students relate any similar instances to the class in an oral presentation or hand-drawn cartoon.

(2) Have students look in newspapers or magazines for posters or cartoons.

b. Assignment Sheet #3--Draw a Safety Poster

(1) Have the students display the better safety posters on the job or school bulletin board.

(2) Provide examples for the students to get ideas from.

(3) Have safety poster contest and allow a panel of students to judge them

c. Assignment Sheet #4--Identify Unsafe Practices

(1) Have students explain why each of the state-marked "U" are unsafe practices.

(2) Have students add additional unsafe practices which take place on their job.

2. Have students discuss causes of accidents on their training station.

3. Have students develop specific safety rule lists for each piece of equipment on their training station.

4. Assist students in contacting U. S. agencies for health and safety information.

C. Information Sheet #3--Counter Fixtures

1. Use the following assignment sheets to reinforce this information area.

a. Assignment Sheet #5--Identify Counter Fixtures

(1) Have students explain the differences in the equipment pictured and that used at their training stations.

(2) Have the student explain the purpose of each piece of equipment.

b. Assignment Sheet #6--Explain the Use of Counter Fixtures

(1) Provide the students with magazines or other sources from which to cut out illustrations

(2) Have the student explain the use of the equipment orally during a field trip to the school cafeteria.

c. Assignment Sheet #7--Demonstrate the Preparation of Coffee

(1) Provide an individual pot or urn type coffee maker for the student's demonstration.

(2) Have the student explain the process of preparing coffee in other types of equipment.

(3) Have the student explain mixing, pouring, and cleaning information.

2. If equipment such as toasters or blenders are used by the student, have the student study the information sheets from the cook's helper unit relating to that equipment.

3. Arrange a trip to the school cafeteria and allow the student to explain the operation of equipment on the counter.

D. Information Sheet #4--Providing Eye Appeal to Foods

1. Use the following assignment sheets to reinforce this area of information.

a. Assignment Sheet #8--Identify Correct Safety and Sanitation Rules

(1) Have students list other appealing and unappealing qualities.

(2) Have students to explain the reason for marking any with "U."

b. Assignment Sheet #9--Point out Undesirable Qualities at a Serving Counter

(NOTE: The student may be able to draw other cartoons typifying actual situations.)

2. Discuss the undesirable things students have seen happen in a cafeteria.

3. Take a field trip to a cafeteria during the "off" hours of business to talk to the manager or discuss the things which affect sales.

E. Information Sheet #5--Preparing the Counter

1. Use the following assignment sheets to reinforce this information area:

a. Assignment Sheet #10--Plan a Sequence for Preparing the Counter

(1) Use a student committee for this activity.

(2) Have each student responsible for one area or part of the preparation.

b. Assignment Sheet #11--Prepare a Display of a Food Counter

(NOTE: Assist the student by providing magazines with related pictures.)

c. Assignment Sheet #12--Demonstrate the Wrapping Procedure for Flatware

(NOTE: Provide flatware and a cloth and paper napkins for the student's demonstration.)

d. Assignment Sheet #13--Select Dish Locations

(1) Have student add other dishes and illustrations to the assignment.

(2) Have student to explain where to get each dish when resupplying the counter.

2. These assignments may be done in conjunction with the school cafeteria.

F. Information Sheet #6--Portioning Food

1. Use the following information sheets to reinforce this information area:

a. Assignment Sheet #14--Determine the Number and Size of Portions for Various Foods

(1) Have the students list other foods which they portion.

(2) Have them list the size of each.

b. Assignment Sheet #15--Determine the Method of Portioning Foods

(1) Have students identify the sizes of portioning instruments such as ladles or scoops.

(2) Have the student identify items of which the customers have free choice of portion sizes.

2. Bring a cake, pie, or other suitable dessert to the class and have the student portion it for the number of people in the class.

3. Have the student add other general rules concerning portioning to the list.

G. Information Sheet #7--Serving Personality

1. Use the following assignment sheets to reinforce this area of information:

a. Assignment Sheet #16--Explain Proper Serving Personality

(NOTE: This activity can be done orally and apply to various occupations.)

b. Assignment Sheet #17--Rate Your Serving Personality

(1) Have student read publications dealing with personality if the student lacks confidence.

(2) Have students working on the same job to rate each other.

2. Encourage students to participate in classroom discussions or role-playing exercises to build upon the student's ability to communicate and deal with people.

H. Information Sheet #8--Preparing Drinks

1. Use the following assignment sheets to reinforce this area of information:

a. Assignment Sheet #18--Explain Drink Preparation

(NOTE: This assignment may be used as quiz over drink preparation.)

b. Assignment Sheet #19--Solve Drink-Making Situations

(NOTE: Allow students working in the same jobs to work on this assignment in groups in order to stimulate discussion.)

c. Assignment Sheet #20--Reading CO_2 Pressure Gauges

(NOTE: Have student give the policies followed at the training station regarding changing CO_2 tanks.)

d. Assignment Sheet #21--Explain the Use of Drink Preparation Equipment

(1) Add pictures of other equipment used on the training station.

(2) Provide drink-making equipment from the school for the student to explain the use to the class.

e. Assignment Sheet #22--Prepare a Collage of Drink Preparation Directions

(1) Bring labels from your home for the student to use.

(2) Have a group of students to work together or compete in locating labels.

2. Have the students write the preparation procedure for any other drinks not covered in this information area.

I. Information Sheet #9--Desserts

1. Bring a pie or cake to the class and allow the student to demonstrate portioning.

2. Have students to list favorite desserts and compile a master list of desserts.

3. Have students bring different desserts to class for discussion of the differences and partioning of each.

4. Use the following assignment sheets to reinforce this information area:

   a. Assignment Sheet #23--Identify Tools Used for Serving Desserts

      (NOTE: Add other pictures of tools used for portioning desserts on the student's training station.)

   b. Assignment Sheet #24--Identify Desserts Served in Cafeterias

      (1) List other questions requiring additional study by the student.

      (2) These questions may come from the employer.

J. Information Sheet #10--Entrees

1. Use Assignment Sheet #25--Entree Portions to reinforce this information area.

   (NOTE: This activity could be coordinated with the employer to provide additional training information.)

2. Have the student to read cook books concerning the preparation of entrees.

K. Information Sheet #11--Keeping the Counter Supplied

1. Have the student provide a flow chart of the supplies for the training station.

2. Use the following assignment sheets to reinforce this information area:

   a. Assignment Sheet #26--Restocking the Counter

      (NOTE: Ask the employer for other questions you should have the student research.)

   b. Assignment Sheet #27--Point Out the Flow of Food and Supplies

      (1) Have students work in pairs to draw the plans and explanations.

      (2) Have students from different areas in the cafeteria work together to see the relationship of each other's responsibilities.

L. Information Sheet #12--Cleaning the Counter

1. Use Assignment Sheet #28--Cleaning the Counter, to reinforce this information area.

(NOTE: Add questions covering other areas of concern.)

2. Have the student to list other cleaning responsibilities on the training station.

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The unit test is divided into twelve parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of the study guide and assignments.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas of sheets added to the study guide.

V. Answers to the unit test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References:

A. Food Services - CVAE. Lubbock, Texas: Texas Tech University, Home Economics Instructional Materials Center, n.d.

B. Hospital Research and Educational Trust. Training the Food Service Worker. Bowie, Maryland: Robert J. Brady Company, n.d.

C. Food Service: Production and Service. Stillwater, Oklahoma: Mid-America Vocational Curriculum Consortium, Inc., n.d.

UNIT II-H

COUNTER ATTENDANT

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Across	Down
2. meringue	1. tabulation
5. barbecue	3. resupply
7. menus	4. garnish
8. setup	6. courtesy
9. utensil	10. filtration
12. drink dispenser	11. condiment
14. sanitation	13. carving
15. display	16. portion
17. orders	
18. checktape	

Assignment Sheets #2 & 3

Evaluated to the satisfaction of the instructor.

Assignment Sheet #4

U 1.	U 6.
U 2.	U 7.
U 3.	S 8.
U 4.	U 9.
U 5.	S 10.

Assignment Sheet #5

1. cold table
2. steam table
3. heat lamp
4. tray and flatware table
5. drink dispenser
6. reach-in box
7. coffee urn
8. counter model ice machine

Assignment Sheets #6 & 7

Evaluated to the satisfaction of the instructor.

T-10

Assignment Sheet #8

U	1.	A	9.
A	2.	U	10.
U	3.	A	11.
U	4.	U	12.
A	5.	U	13.
A	6.	A	14.
U	7.	A	15.
U	8.		

Assignment Sheets # 9, 10, 11, & 12

Evaluated to the satisfaction of the instructor.

Assignment Sheet #13

1. Saucer
2. Soup cup
3. Parfait glass
4. Tea glass
5. Dessert bowl
6. Soup bowl
7. Cup
8. Bread and butter plate
9. Vegetable bowl
10. Dinner plate
11. Lunch plate
12. Sherbet glass
13. Salad plate

Assignment Sheet #14

Portions will vary for different cafeterias.

Assignment Sheet #15

1. measure
2. weight
3. scoop
4. number
5. number
6. number
7. ladle
8. ladle
9. measure or ladle
10. number
11. number
12. measure
13. measure
14. number
15. scoop
16. number or scoop
17. number
18. weight, number, and scoop
19. weight, number, and scoop
20. number

Assignment Sheet #16

1. Answer should include the following:

   a. Wear a pleasant smile
   b. Greet the customer in a pleasant tone
   c. Know the names of all selections
   d. Suggest an item if the customer asks or you notice the customer is trying to decide

2. Answer should include the following:

   a. Know prices and preparation of your menu items
   b. Ask the customer how the food should be served.
   c. Answer any questions the customer asks.
   d. Be sure of yourself when talking to the customer.
   e. Be tactful in handling complaining customers
   f. Report any problems that cannot be handled to the supervisor.
   g. Be available to the customer at all times.

3. Evaluated to the satisfaction of the instructor.

Assignment Sheet #17

Evaluated to the satisfaction of the instructor.

Assignment Sheet #18

1. Description should include two of the following methods:

   a. Urn type
   b. Individual pot type
   c. Freeze-dried

2. a. Brewed tea
   b. Instant

3. This answer will vary for different training stations but the basic directions are as follows:

   a. Select the proper-sized cup requested by the customer.
   b. Fill the cup 3/4 full with crushed ice.
   c. Hold the cup under the spout of the selected drink and press the release lever.
   d. Place a lid or straw on the drink at the customer's request.
   e. Keep the counter stocked with cups, ice, and other materials that are used by the customer.

4. 185° and 190°
5. CO_2
6. urn
7. ice
8. 2½
9. 5
10. watery
11. lids
12. as they are taken by the customer

Assignment Sheet #19

Answers will vary for different training stations, but should include the following basics:

1. The tanks should be securely fastened to the wall or drink machine.
2. The ice melts, making the drinks watery.

3. The syrup tank's fittings are marked with an "IN" for the CO_2 line and an "OUT" for the line to the fountain to be connected.
4. The lids may come off and you should not handle the drinking surface of a cup.
5. Restock the counter with cups, ice, and other materials that have been removed by the customer.
6. Approximately 3/4 cup of ice.

Assignment Sheet #20

1. 30
2. 0
3. 42
4. 200
5. 450
6. 50

Assignment Sheets #21 & 22

Evaluated to the satisfaction of the instructor.

Assignment Sheet #23

1. Scoop
2. Ladle
3. Large spoon
4. Rubber scraper
5. Spatula

Assignment Sheets #24 & 25

Evaluated to the satisfaction of the instructor.

Assignment Sheet #26

1. The counter attendant
2. Either a runner or an electrical communication system
3. Assist other counter attendants if they get behind or when they need supplies from the kitchen.
4. Foods on the counter should be kept warm.
5. The resupplying of food on the counter should be slowed after heavy customer loads have passed.

Assignment Sheet #27

Evaluated to the satisfaction of the instructor.

Assignment Sheet #28

1. a. Place bread in storage.
   b. Remove food in pans from the counter and take them to the kitchen.
   c. Pour out unsold drinks in cups or glasses.
   d. Pour out coffee and clean the urn or pot with a mild detergent solution.

2. Explanation should include responsibilities outlined by supervisor.

3. a. Warm detergent solutions should be used for routine cleaning on exterior surfaces of equipment.
   b. Rinse surfaces with warm water and wipe with a clean cloth.
   c. Use scouring powder to clean hard-tc-remove spots.

4. a. Flush scaly surfaces with clean water.
   b. Brush a mild solution of acid-type cleaner on the surfaces.
   c. After 15 minutes, rinse the cleaner off with clean water.
   d. Dry the surfaces with a clean cloth.
   e. Add water softener to the water used in the equipment.

5. Evaluated to the satisfaction of the instructor.

6. Routine cleaning is necessary so that no area of the cafeteria will go uncleaned.

COUNTER ATTENDANT

ANSWERS TO UNIT TEST

Part 1

1.
a. heat lamp
b. drink dispenser
c. eye appealing
d. set-up
e. portion
f. line speed
g. marinade
h. filtration
i. Barbecuing
j. add-on merchandise
k. overring
l. garnish
m. Baking
n. menu board

2.
a. display
b. station
c. garnish
d. heat lamps
e. line speed
f. serving procedure
g. portion
h. drink dispenser
i. urn
j. check tape
k. tabulation
l. overring
m. child plates
n. take-out

Part 2

1. a.
b.
d.
e.
g.
h.

2. unsafe a.

unsafe b.

safe c.

unsafe d.

safe e.

3. false a.

true b.

false c.

true d.

true e.

Part 3

1. Heat lamp--warms food from above the counter
2. Tray and flatware table--provides flatware and a tray for the customer to place each serving.

3. Drink dispenser--keeps drinks readily available
4. Reach-in box--keeps food cold or frozen
5. Coffee-urn--brews and keeps coffee hot
6. Counter model ice machine--provides ice by the serving or in quantity to the customer.
7. Cold table--keeps food items cool through the use of ice.
8. Steam table--keeps food hot and ready to serve.

Part 4

1. a. 2
   b. 1
   c. 3
   d. 1
   e. 1
   f. 3
   g. 3

2. Evaluated to the satisfaction of the instructor.

3. a. The silverware should be separated and stacked in individual canisters or trays.
   b. Salad dishes should be placed in rows at the salad bar.
   c. Dishes should be moved forward on the counter as the customer removes them so that new dishes may be added in the rear.
   d. This prevents food from drying on the sides.
   e. Change the menu board when any food item is eliminated or changed for another food.
   f. When an item or supplies start getting low the runner and the kitchen should be notified.

Part 5

1. ____ a. ✓ f.
   ✓ b. ____ g.
   ____ c. ____ h.
   ✓ d. ____ i.
   ____ e. ____ j.

2. Evaluated to the satisfaction of the instructor.

Part 6

1. Foods are portioned:

   a. To control cost.
   b. To allow for amounts of foods prepared.
   c. To provide the customer an adequate serving.
   d. To allow the management to estimate amounts of food needed for meals during average customer loads.

2. number a.
number b.
number c.
number d.
scoop e.
scoop f.
number g.
measure h.
number i.
number j.
number k.
scoop l.
scoop m.
weight n.
weight o.
number p.
measure q.
number r.
measure s.
number t.

3. a. Check the portioning sheet to see that the correct weight or measure is used.
   b. Provide larger portions of certain items when requested by the customer.

Part 7

1. ✓ a.
   ____ b.
   ✓ c.
   ____ d.

2. ✓ a.
   ✓ b.
   ____ c.
   ✓ d.
   ✓ e.
   ____ f.

Part 8

1. a. urn
   b. individual pot
   c. freeze dried

2. a. Brewed

   (1) Check equipment for cleanliness.
   (2) Fill a pot with the amount of water needed to make tea.

(3) Place the pot of water on the burner and bring to a boil.
(4) Place tea bags in a container that will hold all the water.
(5) Pour the water over the bags.
(6) Allow the tea to simmer for 5 minutes.
(7) Serve the tea as requested.

b. Instant

(1) Check equipment for cleanliness.
(2) Read directions on the jar of instant tea.
(3) Place the proper measure of tea in an eight ounce glass.
(4) Add cold water and stir.
(5) Serve as requested.

3. a. cups
b. straws
c. lids

4. CO_2
5. The gas tank line is connected to the "IN" valve and the fountain line to the "OUT" valve on the syrup can or tank.
6. 3/4 cup
7. At the customer's request
8. By the sides of the cup
9. As the supplies are removed by the customer.
10. Sizes will vary according to training station.

Part 9

1. Answer should include six of the seven below:

a. Gelatin
b. Pudding
c. Frozen desserts
d. Cakes
e. Pies
f. Fruit
g. Fried dessert or pastries

2. a. Each serving should be the same size.
b. When there is a limited amount of dessert and a specific number of customers, the dessert is divided into that number of servings.

3. a.
c.
e.
f.
g.

4. Evaluated to the satisfaction of the instructor.

Part 10

1. Three of the following four:

   a. Beef
   b. Fish
   c. Pork
   d. Fowl

2. _____ a.
   __✓__ b.
   _____ c.
   __✓__ d.
   __✓__ e.
   _____ f.

Part 11

1. a. runner
   b. cooks

2. a. runner
   b. electrical speaker system

3. The dishes are taken to table from the serving line by the customer. After the customer leaves, the cafeteria attendant takes the dishes to the kitchen or places them on a conveyor belt which takes them to the kitchen. The kitchen helpers clean and separate the dishes. The dishes and flatware are sent through the dishwashing machine and stacked on carts or trays. The dishes are returned to the counter and stacked in place. The flatware is placed in canisters or wrapped in napkins and placed on the trays and flatware rack.

4. Communication is important between the counter attendant and kitchen workers to maintain an adequate supply of food and supplies on the counter.

5. a.
   c.
   e.
   f.
   i.

Part 12

1. __✓__ a.
   __✓__ b.
   _____ c.
   _____ d.
   __✓__ e.
   _____ f.
   __✓__ g.
   _____ h.
   __✓__ i.
   _____ j.

T-2

2. 1 a.
3 b.
3 c.
1 d.
2 e.
1 f.
3 g.

3. a.
b.
d.
f.

UNIT II-H

COUNTER ATTENDANT

INFORMATION SHEET #1--COUNTER TERMINOLOGY

A. Heat lamp--A lamp (infrared light) used to keep food warm.

B. Station--The area where all of one type of food is displayed.

(EXAMPLE: Salad bar displays various salads.)

C. Drink dispenser--A machine which will provide a person various types of drinks.

D. Coffee urn--The machine in which the coffee is brewed and served on the line.

E. Eye appeal--The pleasing and tasteful appearance of food.

F. Courtesy--Manners properly displayed.

G. Sanitation--The practice of health safety.

H. Line speed--The rate the customers are served and move by each station.

I. Child's plate--A plate of food with a smaller serving which is priced for a child.

J. Set-up--The arrangement of the serving line.

K. Display--To present food at its best.

L. Garnish--To add decoration to a food.

M. Utensil--Tool or container used for serving food.

N. Resupply (replenish)--To furnish food and materials to the area or station as the food and utensils are taken by the customers.

O. Portion--The amount of food served to the customer.

P. Carving--Method of cutting ham, roast, or turkey into portions.

Q. Serving procedure--The method used to get food to the customer.

R. Bake--Cook with dry heat.

S. Marinade--An acidic sauce in which meat or vegetables are soaked to tenderize and enrich flavor.

T. Meringue--A dessert topping made from beaten egg whites and sugar.

U. Menu board--A board or sign which lists the types and prices of foods.

V. Filtration--The removal of unwanted particles.

W. Baste--To spoon or drip a liquid (usually seasoning) on a food while cooking.

X. Barbecue--To cook with direct heat while basting with a special sauce.

Y. Take-out food--Food prepared and purchased for the purpose of eating at another location.

Z. Condiments--Seasoning used to make food more tasteful.

AA. Check tape--The customer's tape from the cash register or adding machine.

AB. Tabulation--To find the total cost of the customer's meal and items selected.

AC. Overring--A mistake on the cash register or adding machine for an amount more than the actual price.

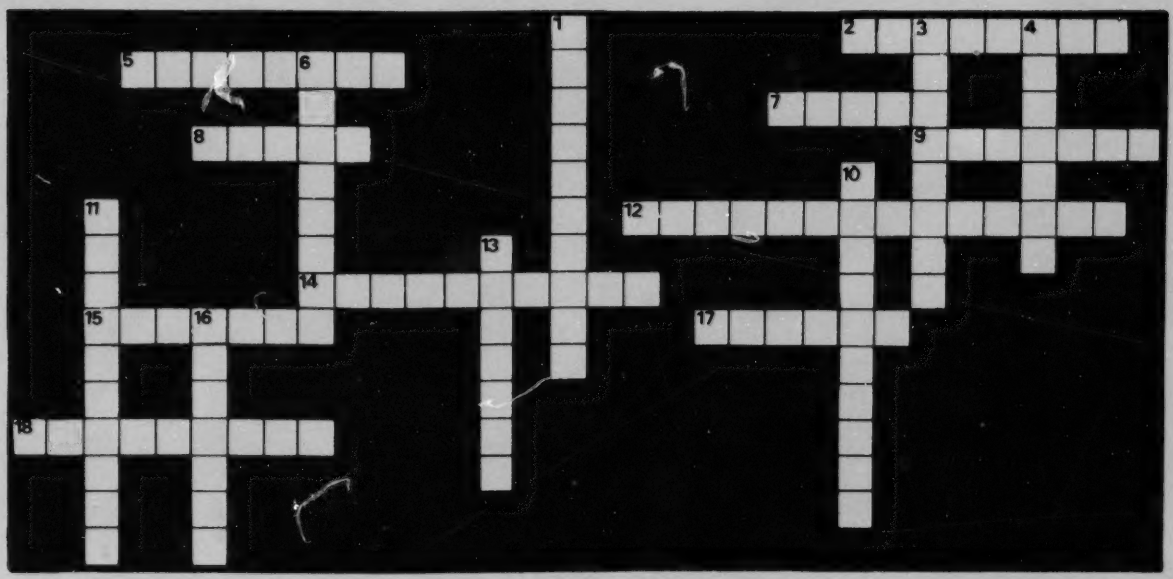
AD. Add-on merchandise--A purchase made after the amount for the meal was tabulated.

AE. Canister--Container for flatware at the beginning of the serving line.

COUNTER ATTENDANT

ASSIGNMENT SHEET 1--UNDERSTANDING COUNTER TERMINOLOGY

Directions: Using your information sheet, fill in the crossword puzzle.



ACROSS

2. A dessert topping made from beaten egg whites and sugar.
5. To cook with direct heat while basting with a special sauce.
7. List of foods that can be ordered.
8. The arrangement of the serving line.
9. Tool or container used for serving food.
12. A machine which will provide a person various types of drinks.
14. The practice of health safety.
15. To present food at its best.
17. What foods the customers would like to have.
18. The customer's tape from the cash register or adding machine.

DOWN

1. To find the total cost of the customer's meal and items selected.
3. To furnish food and materials to the station as food and materials are taken away by the customers.
4. To add decoration to a food.
6. Manners properly displayed.
10. The removal of unwanted particles.
11. Seasoning used to make food more tasteful.
13. Method of cutting ham, roast, or turkey into portions.
16. The amount of food served to the customer.

COUNTER ATTENDANT

INFORMATION SHEET #2--SAFETY

I. Unsafe conditions

A. Ice or spilled food on the floor

B. Broken glass or cracked glass containers

C. Exposed hot surfaces

D. Sharp knives or utensils laying on the counter

E. Frayed electrical cords on appliances

F. Improper connections on CO_2 tanks

G. Dirty equipment or utensils

II. Good safety practices

A. Wear non-slip shoes

B. Clean ice and spills from the floor promptly

C. Handle hot liquids carefully and use pot holders or protective gloves

D. Turn off electricity when handling any electrical device around water or moisture

E. Follow all safety procedures when changing CO_2 tanks

III. Health and sanitation safety

A. Keep counter surfaces clean

B. Use warm water for cleaning

(NOTE: Cold water will not kill germs and bacteria.)

C. Keep ice machines clean

(NOTE: Ice should be checked occasionally for dirt or other undesirable materials.)

D. Keep containers clean

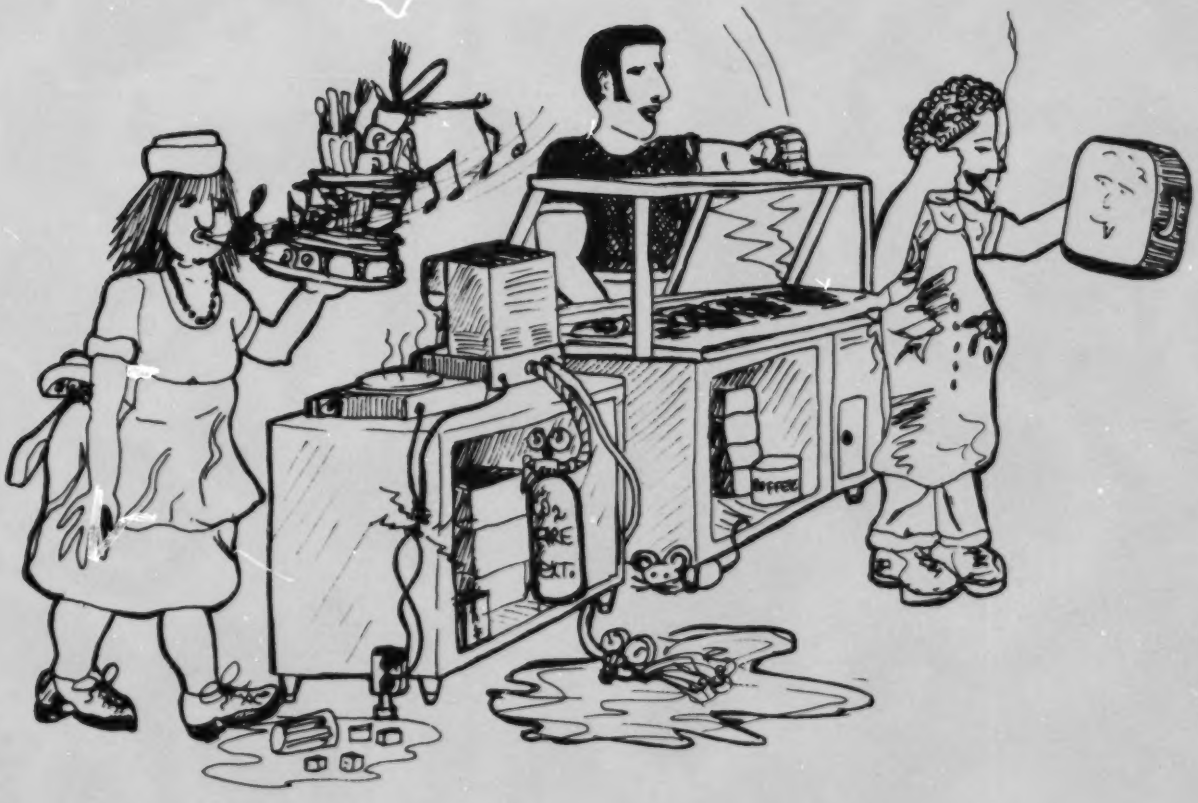
E. Throw away spoiled foods

UNIT II-H

COUNTER ATTENDANT

ASSIGNMENT SHEET #2--RECOGNIZING UNSAFE CONDITIONS

Directions: Shown below are several drawings of unsafe conditions. Identify each of these conditions and tell how it could best be corrected.



ASSIGNMENT SHEET #3--DRAW A SAFETY POSTER

Directions: Using one or more of the ideas below, draw a safety poster. Use cut-outs from magazines or newspapers to help explain the situation. Use poster board or a full sheet of paper.

1. Show a typical accident
2. Design a safety slogan
3. Show how to prevent an accident
4. Show causes of common accidents
5. Explain the first aid used for different injuries

UNIT II-H

COUNTER ATTENDANT

ASSIGNMENT SHEET #4--IDENTIFY UNSAFE PRACTICES

Directions: Identify each of the unsafe practices listed below by placing a "U" in the blank to the left. Place an "S" in the blank if the statement identifys a safe practice.

_____ 1. The use of coffee pots from day to day without being washed

_____ 2. Pushing spilled ice to one side with your foot during heavy customer loads

_____ 3. Setting CO_2 tanks in the middle of the floor while you are removing the empty ones

_____ 4. Sterilizing and cleaning utensils and containers with cold water

_____ 5. Leaving hot pans sitting on the counter while getting other foods from the kitchen

_____ 6. Serving drinks with ice that appears dirty

_____ 7. Handling the customers' drinks by the rims of the cup or glass

_____ 8. Using pot holders to handle hot liquids

_____ 9. Serving a drink in a cracked glass

_____10. Making sure your hands are dry when handling electrical appliances

COUNTER ATTENDANT

INFORMATION SHEET #3--COUNTER FIXTURES

I. Steam tables--keep food hot and ready to serve

A. Proper arrangement of food pans will speed up customer service.

B. Water in the tables should be kept at 140° F.

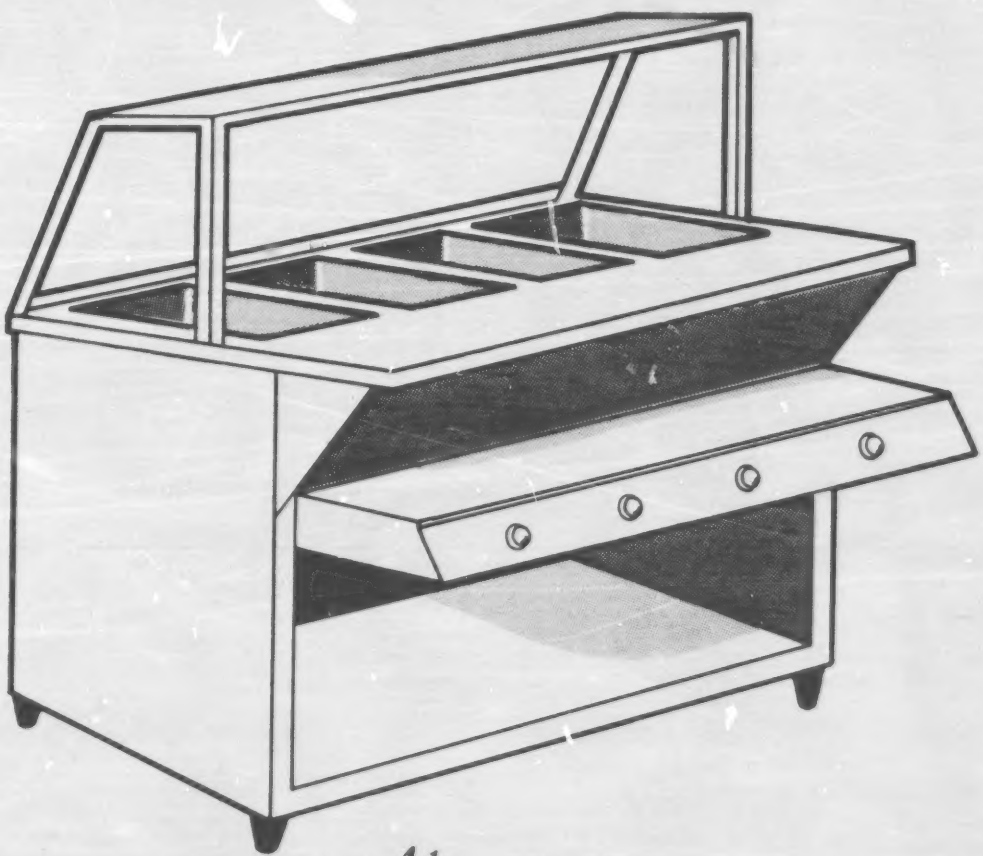
C. Use hot water when adding water to the steam tables.

(NOTE: This will save time and fuel.)

D. Waterless food warmers are controlled by valves and thermostats.

E. Waterless food warmers are insulated by compartments and heated separately.

F. Some tables have removable spillage pans which reduce clean-up time and aid in sanitation.



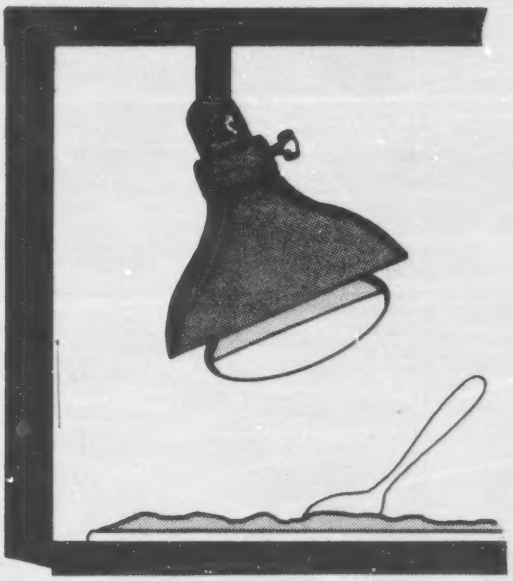
II. Heat lamps--warm food from above counter.

A. Heat lamps use an infrared light to warm the food.

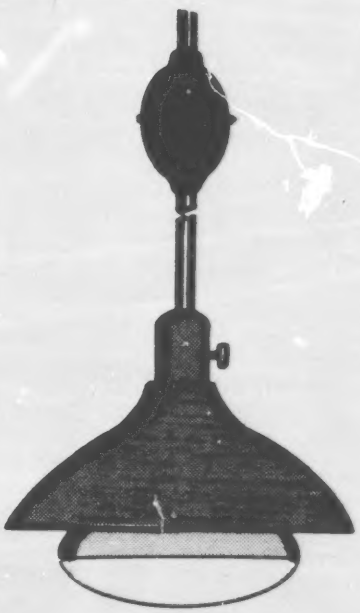
B. These lamps add to the display of food.

C. Two types of heat lamp fixtures are:

1. Stationary



2. Pull down



D. These lamps are also used to keep food warm for the waitress.

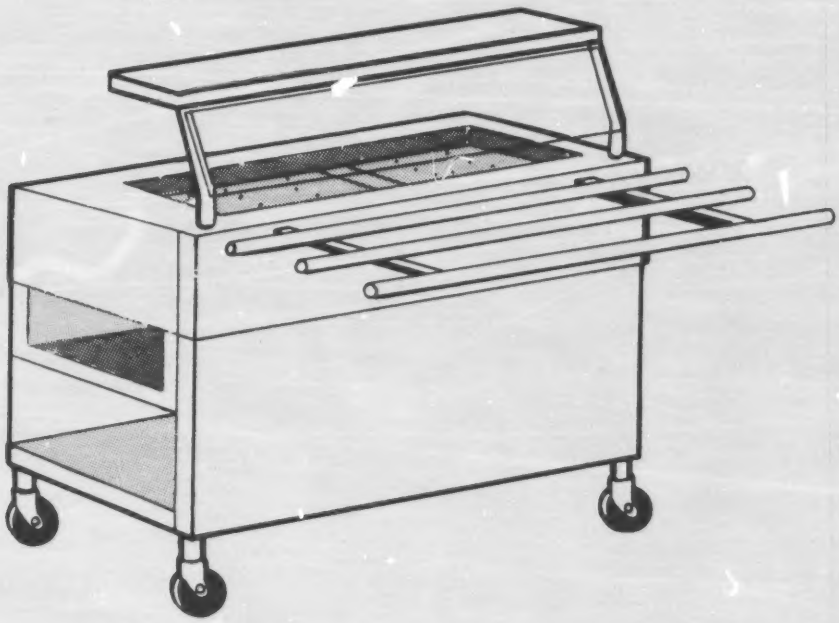
E. Be sure the lamp is cool before cleaning.

III. Cold tables--keep food items cool through the use of ice.

A. The cold table is usually filled with chipped ice.

B. The cold prevents foods from losing their color and keeps the foods fresh.

C. Items such as salads, sandwiches, and some vegetables are placed on cold tables.



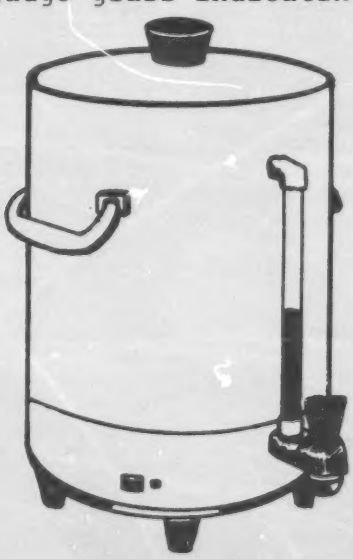
IV. Coffee urn--brews and keeps the coffee hot.

A. The urn is made of stainless steel or glass.

B. The coffee is kept hot by gas, electric, or steam heating.

C. The urn should be kept clean and sanitized.

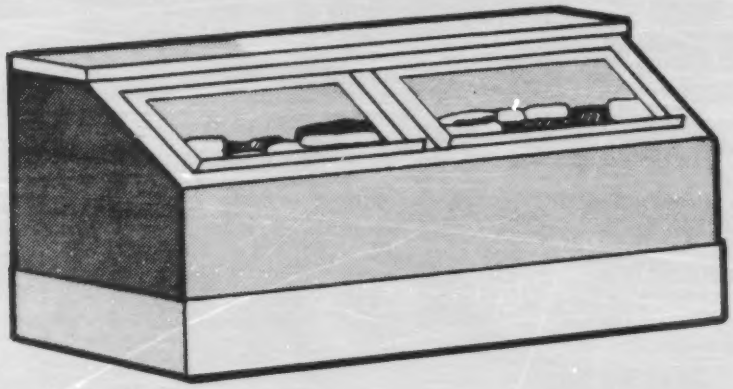
D. The urn has a gauge glass indicating the coffee level.



V. Reach-in boxes--keep foods cold or frozen.

A. These boxes are used to store ice cream, puddings, and certain other desserts that need to be kept cold until serving.

B. These are usually refrigerated and electrically operated.

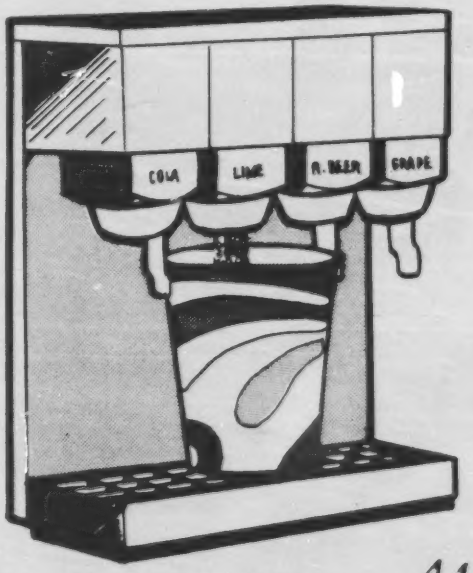


VI. Drink dispenser--keeps drinks readily available.

A. Drink dispensers can provide tea, water, soft drinks, or hot chocolate for the customer.

B. The dispenser can be situated where the counter attendant may get the drink for the customer or the customers serve themselves.

C. Canned or bottled cold drinks are kept in a bin filled with ice.



44

FOUNTAIN

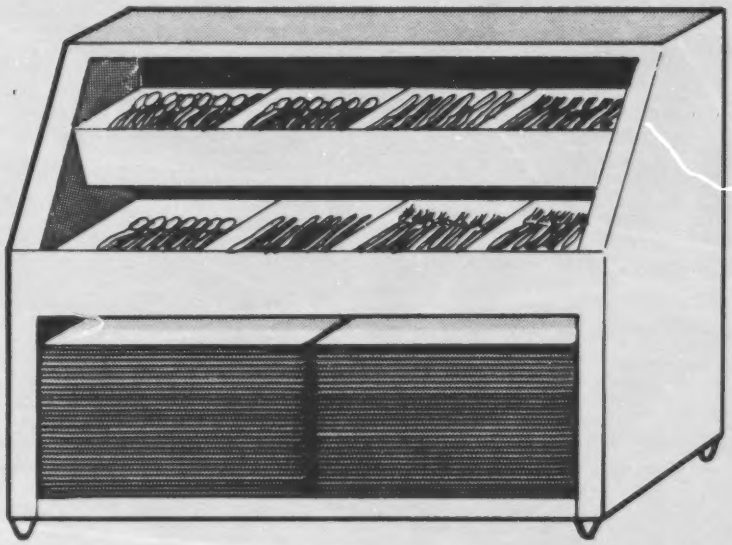
VII. Trays and flatware table or rack--provides flatware and a tray for the customer's food.

A. Flatware may be wrapped in a napkin or separated into individual canisters.

B. Flatware and trays should be provided by the kitchen helper.

(NOTE: The counter attendant should let the kitchen helper know when the supply of either is low.)

C. Pick up any flatware that is dropped on the floor and place in a busing cart.



VIII. Ice machine--provides ice by serving or in quantity to the customer.

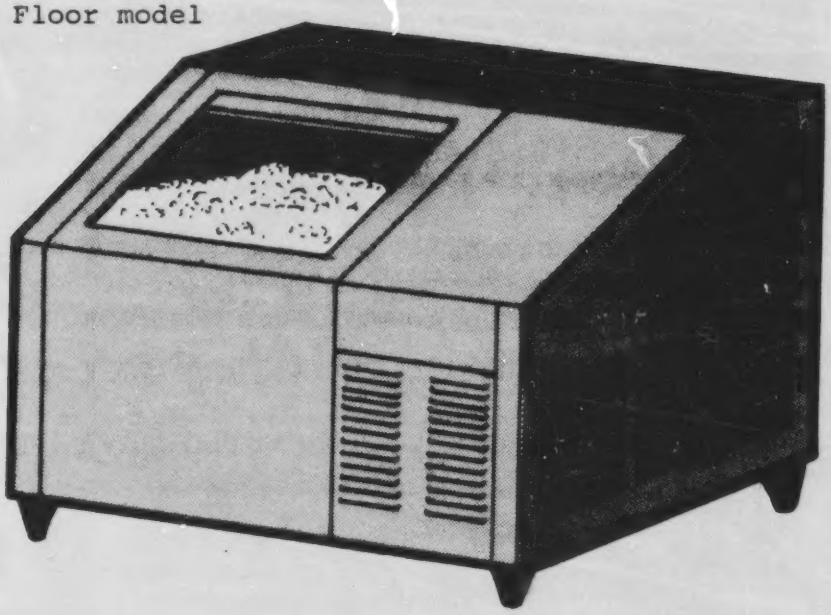
A. The machine should be turned on prior to serving time.

B. Extra ice should be stored if the ice maker will not keep enough ice made during rush periods.

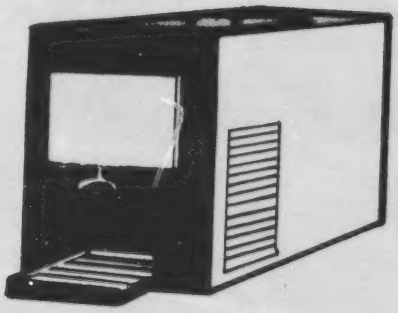
C. Clean the ice maker as often as required.

D. There are two types of ice machines used by most businesses.

1. Floor model



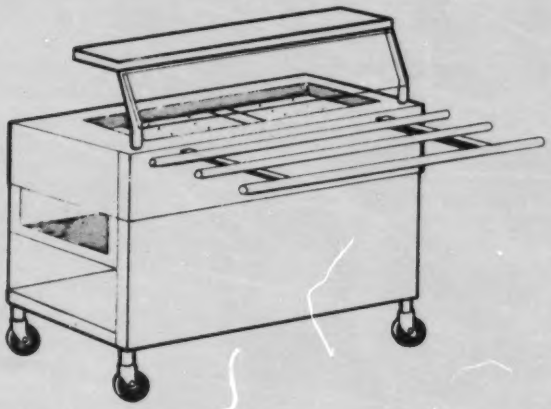
2. Counter model



COUNTER ATTENDANT

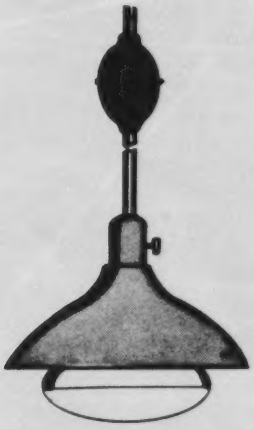
ASSIGNMENT SHEET #5--IDENTIFY COUNTER FIXTURES

Directions: Identify each of the illustrations shown below by writing its correct name in the blank provided.

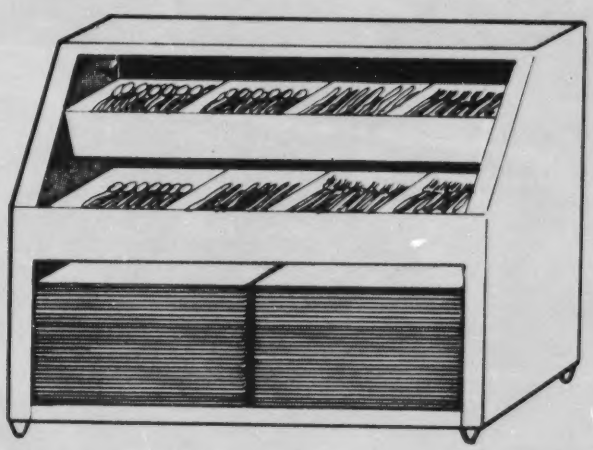


1. _____

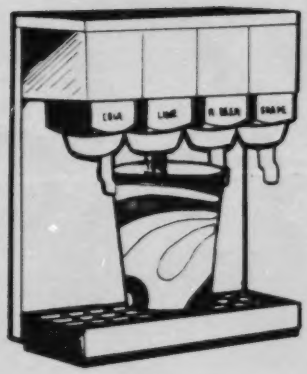
2. _____

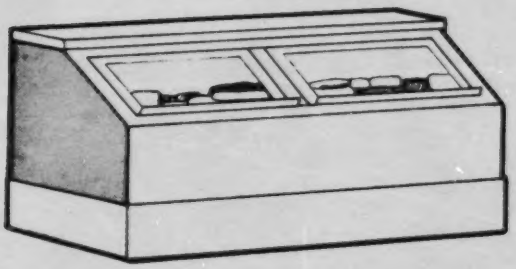


3. _____

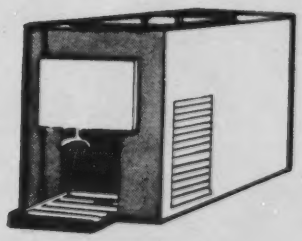


4. _____





5. _____ 6. _____



7. _____ 8. _____

ASSIGNMENT SHEET #6--EXPLAIN THE USE OF COUNTER FIXTURES

Directions: Using another sheet of paper or the space below, describe the use of each of the counter fixtures in the business where you work. Draw any pictures of the fixtures or use cutouts which will better explain the type of fixtures you use on your training station.

COUNTER ATTENDANT

ASSIGNMENT SHEET #7--DEMONSTRATE THE PREPARATION OF COFFEE

Directions: Ask your instructor to assist you in locating a coffee maker. Demonstrate to the class the procedures for making coffee. Explain the proper cleaning procedures of the equipment.

COUNTER ATTENDANT

INFORMATION SHEET #4--PROVIDING EYE APPEAL TO FOODS

I. Safety and sanitation rules

A. Handle glasses by the base, not the rim, when handing glasses to the customer.

B. Place your fingers under the plate, not inside the plate.

C. Do not smoke in the food serving area.

D. Do not put your hands on your face or hair.

E. Wash your hands and clean your nails often.

(NOTE: Always wash your hands after using the restroom.)

F. Handle silverware by the handle only.

G. Keep your hair combed, clean, neat, and if necessary, in a net.

H. Keep your uniform clean and change daily.

I. Bathe daily and use deodorant as often as necessary.

J. Use tongs to handle food not your hands.

K. Keep cleaning rags out of sight, and always use clean rags when you must wipe a surface.

L. Do not chew gum while you are serving food.

M. Do not lick your fingers if you accidentally get food on them.

N. Use a handkerchief or napkin when you sneeze or cough, and then wash your hands.

O. Talk to other employees only if necessary when the customer line is moving.

P. Do not eat while serving.

Q. Do not serve food if you have an infection on your hand.

R. Keep the viewing glass clean so the customer can see the food.

II. Adding decoration to food

A. Eye appeal should be considered when arranging each dish, plate, or dessert.

B. Show off food with pride.

1. Make brief comments to the customer about the food.

Example: Customer--"What type of meat is that?"
Attendant--"This is roast beef! It sure looks and smells good today!"

2. Be enthusiastic in providing the customers with exactly what they want.

C. Use various color arrangements in food displays.

Example: Black olives and tomatoes in green lettuce salad.

D. Use texture and arrangement in displaying foods.

Example: Sliced peaches arranged in a circular shape on a leaf of lettuce with cottage cheese in the middle.

E. Use garnish on steam tables and plates to add to the appearance of food.

F. Artificial or real flowers, pumpkins, leaves, ferns, and other decoration adds to the appeal of foods.

G. Cold plates should be arranged to provide eye appeal.

Example: The sandwich could be cut into a triangular shape and separated by two hard boiled egg halves.

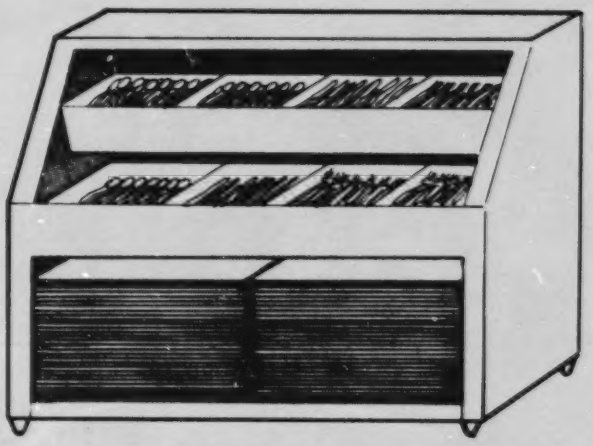
H. Keep steam tables and display shelves clean and all food spills wiped up.

I. Keep your uniform neat and clean to add to the appeal of the food.

III. Counter arrangement

A. The counter should always be neat and in order.

B. The silverware should be separated and stacked in individual trays or canisters.



C. Keep dishes in rows at the salad station and other serving areas.

D. Move dishes forward as they are removed by the customer.

E. Replace empty pans with full ones at the counter.

F. Scrape food from the sides of the pan as the food is removed.

(NOTE: This keeps food from drying on the sides.)

G. Remove the food from the pan from back to front.

(NOTE: This will keep the food neatly arranged and the full part where it can be easily viewed by the customer.)

H. Change the menu board when any food item is eliminated or changed for another food.

I. Keep the counter well supplied.

(NOTE: Tell the person responsible for bringing fresh supplies to the counter when an item is getting low. Do not wait till you run out.)

COUNTER ATTENDANT

ASSIGNMENT SHEET #8--IDENTIFY CORRECT SAFETY AND SANITATION RULES

Directions: Determine which of the following rules would be the most appealing to the customer. Place A in front of the condition that would be appealing, and U in front of the condition that would be unappealing to the customer.

_____ 1. Glases handed to the customer by the rim

_____ 2. Placing your fingers under the plate, not inside the plate

_____ 3. Smoking in the serving area

_____ 4. Running your hands through your hair

_____ 5. Clean and well manicured hands

_____ 6. Handling silverware by the serving end

_____ 7. Ungroomed, dirty hair

_____ 8. Handling food with your hands

_____ 9. Neat and clean uniforms

_____ 10. Chewing gum in the serving line

_____ 11. Clean serving windows

_____ 12. Talking to other employees when customers are waiting for service

_____ 13. Directing a sneeze away from food using the back of your hand

_____ 14. Cleaning rags and materials hidden from view

_____ 15. Wiping food from your hands with clean cloths

COUNTER ATTENDANT

ASSIGNMENT SHEET #9--POINT-OUT UNDESIRABLE QUALITIES AT A SERVING COUNTER

Directions: Circle each of the situations below that should not take place at a serving counter. Explain why each is incorrect and explain what should be done to correct each situation.

COUNTER ATTENDANT

INFORMATION SHEET #5--PREPARING THE COUNTER

I. General responsibilities

A. Place clean silver in the canisters or trays.

1. Separate silver into the correct canister or tray.

2. Handle silver by the handle only.

3. Roll silver in napkins if required at your cafeteria.

B. Fill napkin holders

C. Clean all glass shelves and metal surfaces.

(NOTE: Remove water spots or stains.)

D. Arrange the tables and shelves neatly.

E. Fill the steam table with water.

1. Turn on the heaters to keep the water hot.

2. Set the regulators so that the water will stay hot.

F. Fill the cold table with crushed ice.

(NOTE: Pack the ice and smooth the surface.)

G. If hot or cold plates are required, place enough in the refrigerator or warmers to last the meal.

H. Place clean wiping cloths and pot holders below the serving shelf out of the customer's view.

I. Secure clean serving utensils and place them along the serving line.

J. Prepare the menu boards with listings of foods available and prices.

K. Place an adequate supply of trays at the beginning of the serving line.

L. Prepare the coffee according to the procedures given by your employer.

(NOTE: Try to schedule coffee preparation so it will be ready just before serving begins.)

M. Place clean cups, bowls, plates, glasses, and saucers along the serving line in their correct locations.

II. The steam table

A. Supply the counter with crackers, lemon slices, butter, and any supplies or condiments that the customer may need.

B. Make sure the correct serving utensil is beside each tray and ready for serving.

C. Place a container below the entree station for bones or trimmings from roasts.

D. Place a supply of plates and other dishes on the counter before serving begins.

E. Display foods in pans or containers which best contain and display the food.

Examples: 1. Casseroles or chicken pies can be served easily from shallow long pans.

2. Stew will stay hottest and splatter less when served from a deep pan.

F. Arrange foods neatly in pans and according to height to provide a contrast and ease of serving.

Examples: 1. Meats such as roast should have the slices overlapping.

2. Tall foods such as large roast should be placed next to lower lying rolls or vegetables.

G. Garnish foods with unwilted and clean lettuce, parsley, or watercress.

(NOTE: Garnishes should be both edible and add to the appearance of the food.)

H. Clean the edges of pans or surfaces of the steam tables as often as possible.

(NOTE: The heat from the steam tables will quickly burn the food on the surfaces.)

I. Check the counter over before serving begins to see that all items on the menu and accessories are ready to serve.

III. The salad counter

A. The salad counter cold table should be packed with ice and leveled.

B. The salad bowls or plates should be set firmly into the crushed ice.

C. Arrange the salads according to types of selections and in rows for the customer's convenience.

Example: Place vegetable salads in one section; meat, fish, and egg salads in one section; and fruit salads in another.

D. Place the salads so that colors will provide the best contrast.

Example: Place tomatoes next to potato salad or cucumbers next to the carrots. Lettuce should be placed under the congealed salads.

E. Arrange the counter neatly.

1. Use the same size plates for each serving when possible.

2. Place plates or bowls of the same size in a row.

3. Place garnishes on the same side of each plate or bowl.

4. Have fruit such as bananas, pear halves, or cantaloupe all lying in the same direction.

F. Arrange salads so that the high side of the salad is toward the back of the dish so that the salad can be plainly seen by the customer.

G. Arrange salads to provide a contrast in the height and shape of salads.

Example: Place tall chef's salads next to the flat congealed salads.

H. Place a clean folded wiping cloth under the counter to remove any spilled foods from the counter.

36 I. Provide salad dressings at a location easily reached by the customer.

(NOTE: Dressings may be placed on the salads by the counter attendant.)

IV. The dessert counter

A. Keep the counter clean and neatly arranged.

1. Put plates or bowls of the same size and height in a row.

2. Place the same types of desserts in a row on the shelf.

Example: Place all bowls of gelatin in one row, puddings in one, pies in one, and cakes in one.

B. Position all desserts where they will appear most attractive to the customer.

1. The points on slices of pie should all face the customer.

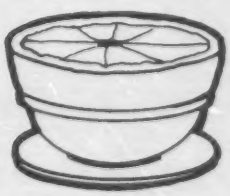
2. Center pie, cake, or cookies on the plate.

3. Place cookies on the same side of the plate when served with a bowl of fruit or pudding.

4. Place pieces of cake where the icing may be seen.

5. Place desserts on correct size dishes.

Examples: Don't place a grapefruit half in a bowl that is too small or don't put a small piece of cake on a large plate.



C. Decorate desserts when possible.

1. Place a cherry half on the topping of pudding.

2. Place a pecan on top of certain cakes.

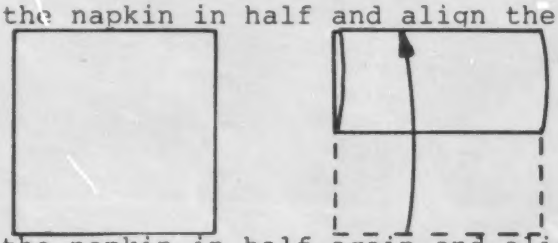
3. Place chopped nuts or chocolate on ice cream.

V. The tray and flatware table or rack

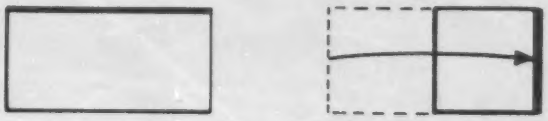
A. Napkins should be folded and placed in stacks.

(NOTE: Most paper napkins come pre-folded, so this procedure is mainly for cloth napkins.)

1. Fold the napkin in half and align the edges.



2. Fold the napkin in half again and align edges.



3. Fold the napkin in half a third time.

4. Fold the napkin in half a fourth time.

5. Stack the napkins and place them in the proper storage area.

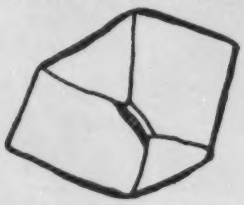
B. Flatware may be wrapped and placed on a tray.

(NOTE: Flatware is wrapped in both paper and cloth napkins.)

1. Place the correct flatware from corner to corner on a napkin.

   (NOTE: Check with your supervisor to find out what flatware is required.)

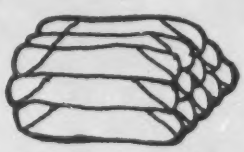
2. Fold the corners over the flatware.



3. Fold the napkin in half covering the flatware.

4. Roll the flatware in the napkin.

5. Stack the rolled flatware onto a tray and place on the tray table or rack.



C. Trays

1. All clean trays should be placed in the rack before serving begins.

2. Trays may have to be cleaned and resupplied during serving.

COUNTER ATTENDANT

ASSIGNMENT SHEET #10--PLAN A SEQUENCE FOR PREPARING THE COUNTER

Directions: Consider all the daily tasks in preparing a counter for service. You might list these tasks on a scrap sheet of paper. Decide the sequence these tasks should be performed to provide the quickest and smoothest flow while preparing the counter. Give thought to the safety precautions followed during preparation. List the sequence below identifying the precautions to be taken.

COUNTER ATTENDANT

ASSIGNMENT SHEET #11--PREPARE A DISPLAY OF A FOOD COUNTER

Directions: Cut pictures of various fruits and salads from old magazines. Arrange these on a cardboard backing where it would best display the correct food arrangements to be used in a cafeteria. Foods and dishes not found in magazines can be drawn and cut out. Be prepared to explain to the class why foods are arranged as they are in cafeterias and why each size of dish is used in the display.

COUNTER ATTENDANT

ASSIGNMENT SHEET #12--DEMONSTRATE THE WRAPPING PROCEDURE FOR FLATWARE

Directions: Bring a knife, fork, spoon, and cloth and paper napkins to your class. Be prepared to show the class the correct methods of wrapping flatware in napkins.

(NOTE: Short pencils and paper can be used for the demonstration if flatware and napkins are not available.)

COUNTER ATTENDANT

ASSIGNMENT SHEET #13--SELECT DISH LOCATIONS

Directions: Label each of the dishes shown below with the correct name from the list. Tell which station each dish would be placed in the serving line. (Salad, entree', dessert, drink, vegetable, or bread station.)

Cup
Soup bowl
Bread and butter plate
Lunch plate
Dessert bowl
Saucer
Sherbet glass
Tea glass
Soup cup
Salad plate
Dinner plate
Parfait glass
Vegetable bowl

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

COUNTER ATTENDANT

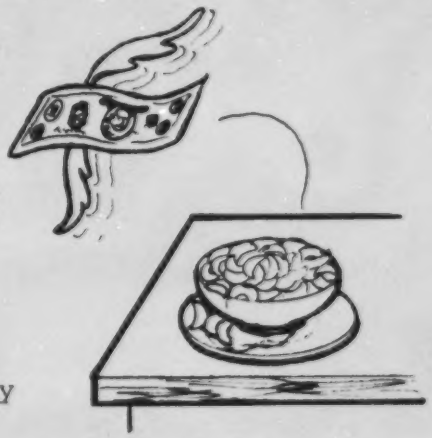
INFORMATION SHEET #6--PORTIONING FOOD

I. Controlling cost

A. Food costs can easily get out of control at the counter.

B. Extra food servings at any station can mount up into sizeable amounts of money.
Examples:
1. One extra peach in a bowl does not amount to much expense but when multiplied by 1000 it can turn into a large cost.

2. One extra scoop or spoon of mashed potatoes served per customer could make the cafeteria be short of food on a day with a few extra customers.



C. Extra food given out over the counter results in expense without additional income.

D. The customers should receive just enough in a serving to satisfy their appetite for the item.

E. Proper portioning allows management to estimate amounts of foods needed for meals during average customer loads.

(NOTE: Improper portioning can cause a shortage during serving.)

II. Determining portion sizes

A. By weight

Examples:
1. 6 ounces of roast beef
2. 2 ounces of vegetable
3. 1 ounce of butter

B. By number

Examples:
1. 3 stalks or asparagus
2. 5 fried oysters
3. 2 lamb chops

C. By measure

Examples:
1. 1 cup of macaroni and cheese
2. ¼ cup of sauce
3. 1 tablespoon of salad dressing
4. 8 fluid ounces of milk

48 D. By scoop or ladle size

Examples: 1. No. 10 scoop of mashed potatoes
2. No. 16 scoop of ice cream
3. 4 ounce ladle of soup

E. By combination of weight, number, and size of scoop

Examples: 1. Two 3 ounce slices of roast beef
2. One No. 16 scoop
3. Three No. 30 scoops

III. General rules concerning portioning

A. Check the portioning sheet if available to see that the correct weight or measure is used.

B. Provide larger portions of certain items when requested by the customer.

(NOTE: Check with your employer for specific rules concerning larger portions and substitutions.)

Example: Many people request more salad dressing or a mixture of two types.

COUNTER ATTENDANT

ASSIGNMENT SHEET #14--DETERMINE THE NUMBER AND SIZE OF PORTIONS FOR VARIOUS FOODS

Directions: Find out the number or size of a portion for each of the foods listed below. Check with your supervisor or look in any references available. You may need to give the size of pan the item is cooked in or size of utensil.

Item	Number or size of portions
1. Pan cake	
2. Pie	
3. Baked potatoes	
4. Rolls	
5. Fried chicken	
6. Fruit salad	
7. Iced tea	
8. Pudding	
9. Cornbread	
10. Vegetables	
11. Roast	
12. Butter	
13. Milk	
14. Mashed potatoes	
15. Ice cream	
16. Corn on the cob	
17. Orange juice	
18. Sliced peaches	
19. Soft drinks	
20. Cantaloupe	

UNIT II-H

COUNTER ATTENDANT

ASSIGNMENT SHEET #15--DETERMINE THE METHOD OF PORTIONING FOODS

Directions: Decide if you would portion the following foods by weight, number, measure, or scoop (or ladle) size. Write the correct method in front of each food. Refer to your information sheet for examples of each.

_____ 1. Iced tea

_____ 2. Hamburger steak patties

_____ 3. Ice cream

_____ 4. Fried jumbo shrimp

_____ 5. Enchiladas

_____ 6. Deviled eggs

_____ 7. Sauces

_____ 8. Gravy

_____ 9. Soup

_____ 10. Sandwich

_____ 11. Toast

_____ 12. Milk

_____ 13. Macaroni and cheese

_____ 14. Baked potatoes

_____ 15. Mashed potatoes

_____ 16. French fried potatoes

_____ 17. Pork chops

_____ 18. Pie

_____ 19. Cake

_____ 20. Corn on the cob

COUNTER ATTENDANT

INFORMATION SHEET #7--SERVING PERSONALITY

I. Greeting the customer

A. Wear a pleasant smile

B. Greet each customer in a pleasant tone

Example: "Good morning" or "May I help you"

(NOTE: Remember that you have only a few seconds to make a good impression on the customer.)

C. Know the names of all selections available at each station so you may tell the customer the correct name of a particular dish.

D. Suggest an item if the customer asks or if you notice the customer is trying to decide.

Example: "The casserole is sure good today!"

II. Dealing with the customer

A. Know your menu for the day.

1. Find out the prices of each item.

2. Find out how each item was prepared.

B. Ask the customer how the food should be served.

Examples:
1. Would you like gravy on your potatoes?
2. Would you like your toast dry or buttered?
3. What dressing would you like on your salad?

C. Answer any questions the customer asks.

Examples:
1. Are those pickles sweet or sour?
2. Is that dark meat or light meat?
3. Is that meat well-done?

D. Be sure of yourself when talking to the customer.

E. Be tactful in handling complaining customers.

Example: The customer requests a particular salad dressing. As you serve the salad the customer complains about it having the wrong dressing. Tell the customer you are sorry for the mistake and ask how you may correct it.

F. Report to the supervisor any problem you cannot handle.

G. Be available to the customer at all times.

COUNTER ATTENDANT

ASSIGNMENT SHEET #16--EXPLAIN THE PROPER SERVING PERSONALITY

Directions: Relate personal experiences in answering each of the following questions. Give examples of both good and poor serving personalities.

1. Explain how customers should be greeted when they approach you in the serving line.

2. Explain how you should be prepared to deal with the customer.

3. What unusual questions have you been asked about foods that you serve? How did you answer each?

UNIT II-H

COUNTER ATTENDANT

ASSIGNMENT SHEET #17--RATE YOUR SERVING PERSONALITY

Directions: Rate yourself on each statement below. Place a check in the block that best answers the question. Total your score.

	Always	Sometimes	Never
1. Do you wear a smile?			
2. Do you greet every customer in a friendly manner?			
3. Do you help the customer in making selections?			
4. Do you know all of the selections on the counter?			
5. Do you show pride in your work?			
6. Do you assist other counter personnel?			
7. Are you courteous and tactful with the complaining customer?			
8. Do you speak to the customers with confidence?			
9. Do you provide service beyond that required?			
10. Do you enjoy dealing with people?			
SUBTOTAL			
Rating: TOTAL			

70-100 You have a good personality for serving the customer

50-70 You need to improve weak areas of your personality.

COUNTER ATTENDANT

INFORMATION SHEET #8--PREPARING DRINKS

I. Make coffee

A. Urn type

1. Check all equipment for cleanliness

2. Measure the correct amount of coffee into the filter.

(NOTE: Approximately one pound of coffee to two and one-half gallons of water.)

3. Spread the coffee evenly over the filter.

4. Pour hot water in a circular motion over the all of the coffee grounds.

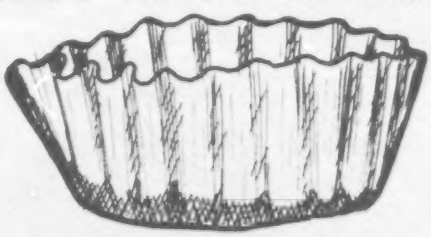
5. Remove the grounds in the filter when the water has dripped through.

6. Keep the temperature of the coffee between 185° and 190°.

B. Individual pot type

1. Check equipment for cleanliness

2. Place a filter in the filter holder



COFFEE FILTER 73

3. Place the correct amount of coffee evenly in the filter.

   (NOTE: Often individual bags with the correct amount of coffee are used to eliminate the need for measuring.)

4. Pour the water through the heating element vat.

   (NOTE: Check to see if the heating element switch is "ON" and the brewing light is "ON".)

5. If the coffee is too weak or strong, check with your supervisor or re-read directions on the coffee package.

(NOTE: Do not pour coffee back through the heating element vat.)

C. Freeze dried

1. Place correct amount of coffee in the cup.

   (NOTE: Freeze dried coffee often comes in pre-measured packages. If not, read directions on the coffee container and measure the correct amount.)

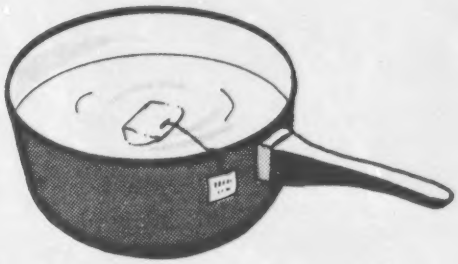
2. Add hot (boiling) water.

3. Stir until mixed.

II. Make tea

A. Brewed tea

1. Check equipment for cleanliness
2. Fill a pot with the amount of water needed to make tea.
3. Place the pot of water on the burner and bring to a boil.
4. Place tea bags in a container that will hold all the water.



5. Pour the water over the bags.
6. Allow the tea to simmer (steep) for five minutes.
7. Serve the tea as requested
   a. hot in a cup
   b. iced in an eight-ounce glass

B. Instant tea

1. Check equipment for cleanliness.
2. Read directions on the jar or instant tea.
3. Place the proper measure of tea in an eight-ounce glass.
4. Add cold water and stir.
5. Serve as requested.

III. Make soft drinks

A. Prepare the counter.

1. Provide different sizes of cups.
2. Have straws and lids available.

B. Check the CO_2 tank.

1. Lines should be clean and well tightened.
2. The tanks should be securely fastened to the wall or drink machine.
3. Make sure the valve on the CO_2 tank is closed when connecting or disconnecting the line.
4. Be sure to connect the CO_2 line to the valve marked "IN" on the syrup can.

C. Make the soft drink.

1. All cups, lids, straws, and drink ingredients should be readied before the shift begins.

   (NOTE: Drinks should not be made up ahead of time because they will become watery.)

2. Select the proper sized cup that the customer requests.

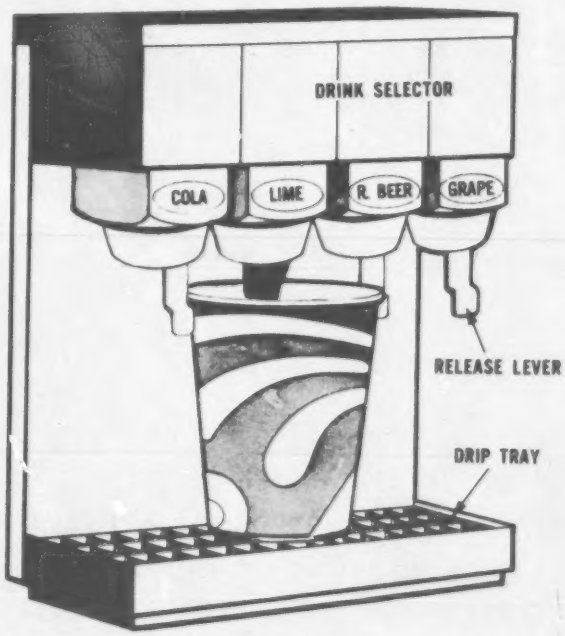
   (NOTE: Be familiar with the sizes and prices of all drinks.)

3. Fill the cup about 3/4 full with crushed ice.

4. Hold the cup under the spout of the selected drink and press the release lever.

   (NOTE: The carbonated water and syrup mixture will flow into the cup.)

   (Caution: Be careful not to overfill the cup.)



5. Place a lid on the cup at the customer's request.

   (Caution: Do not pick up the cups by the lids, because the drinking surface of a cup should not be touched and the lid may come off.)

6. Keep the counter stocked with cups, ice, and other materials as they are taken by the customer.

7. Change the CO_2 and syrup tanks as soon as they become empty.

COUNTER ATTENDANT

ASSIGNMENT SHEET #18--EXPLAIN DRINK PREPARATION

Directions: Use your information sheets and your experience on your training station to answer the following questions.

1. Describe methods used to make coffee in a cafeteria.

   a.

   b.

2. Describe two ways cafeterias prepare tea.

   a.

   b.

3. Describe the process used on your training station to prepare soft drinks.

4. What temperature should you keep coffee?

   between _____° and _____°

5. The gas used to force the syrup from the tanks to the fountain is _____.

6. When a business serves a large volume of coffee, the coffee should be brewed in an _____.

7. The first thing you place in cup when making a soft drink is the _____.

8. When making coffee in the urn, you usually place _____ gallons of water for each pound of coffee.

9. When brewing tea, you should allow it to simmer for _____ minutes.

10. Soft drinks made up ahead of time will become _____ before serving.

11. Drinks being placed in bags or boxes should have _____ placed on them.

12. Restocking the counter with cups, straws, lids and other items should be taken care of _____.

COUNTER ATTENDANT

ASSIGNMENT SHEET #19--SOLVE DRINK MAKING SITUATIONS

Directions: Write the correct answer for each of the questions below about drink preparation. Use your information sheet or your experience on your training station to solve each question.

1. Most cafeterias use CO_2 to force soft drink syrups to the dispensing fountain. It is stored in the large tanks or cylinders which, if handled carelessly, may explode and cause serious injury. What precautions are taken on your training station to see that no accidents occur?

2. Often drinks are made up slightly in advance of serving them. If too many drinks are made up long before they are served, what happens to them?

3. Most syrup tanks have similar markings. How are the syrup tanks on your training station marked to help you hook up the proper lines to the proper valves?

4. Lids are placed on drinks ordered to go. Why should you not handle the drinks by the lids?

5. Many cafeterias will assign one person to make just the drinks for customers on the serving line. When no customers are coming through, what should you do?

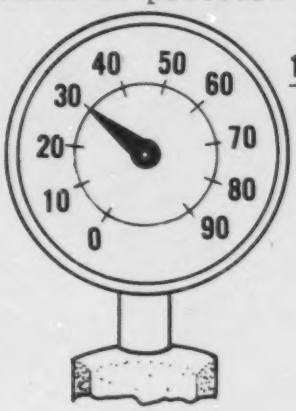
6. Different cafeterias have different policies on how much ice to put in a cup when preparing drinks. What policies does your training station have concerning drink preparation?

UNIT II-H

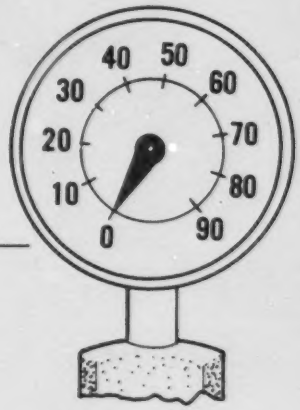
COUNTER ATTENDANT

ASSIGNMENT SHEET #20--READING CO_2 PRESSURE GAUGES

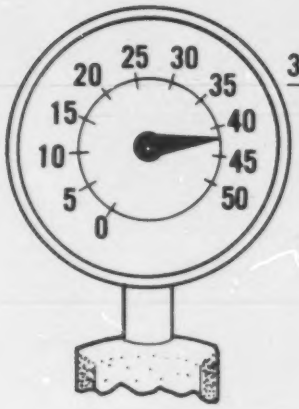
Directions: Shown below are several pressure gauges similar to those found on CO_2 tanks. Each gauge is registering a certain number of pounds of pressure. Read each gauge and record the number of pounds of pressure in each tank.



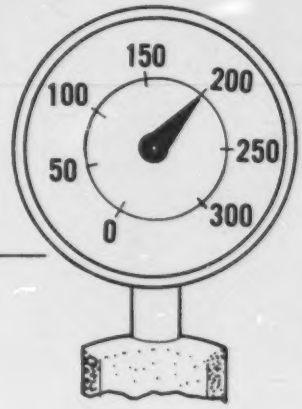
1. _____



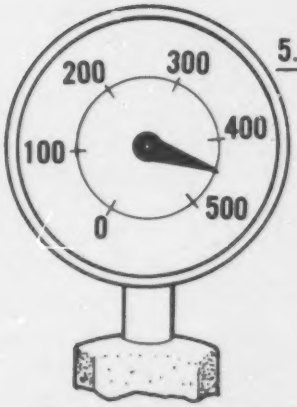
2. _____



3. _____



4. _____



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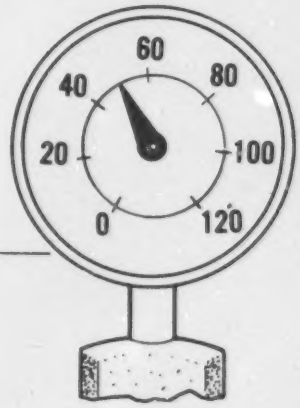


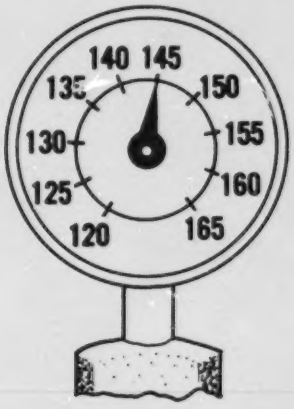
6. _____

COUNTER ATTENDANT

ASSIGNMENT SHEET #21--EXPLAIN THE USE OF DRINK MAKING EQUIPMENT

Directions: Describe the use of each of the items pictured below. Explain the relation of one item to the others. Include any safety information which relates to any item.

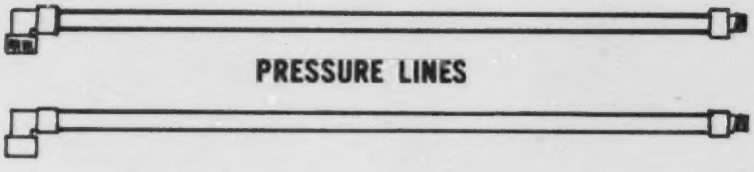
1.



CO_2 GAUGE

(1)

(2)



PRESSURE LINES

2.

CO_2 TANK

SYRUP TANK

UNIT II-H

COUNTER ATTENDANT

ASSIGNMENT SHEET #22--PREPARE A COLLAGE OF DRINK PREPARATION DIRECTIONS

Directions: Get labels from discarded drink-mix cans or boxes. (Example: Punch, fruit-ade, coffee, or tea) Arrange the labels on a sheet of paper so that you will have space to write below each label. List under each label the amount of drink the contents of each package or container makes, the size of container needed for preparation, the approximate time it takes to prepare each drink, and what other ingredients will be required.

UNIT II-H

COUNTER ATTENDANT

INFORMATION SHEET #9--DESSERTS

I. Types of Desserts--A food which is usually sweet and is served at the end of a meal

A. Gelatin

1. These are easily made and inexpensive.

2. They blend well with certain foods, fruits, and juices.

3. They store easily in a refrigerated area.

B. Puddings

1. These are easily made in large quantities.

2. They are served so often that they lose the appeal that other desserts have.

3. The types of puddings are numerous and easily varied to change the look and taste.

C. Frozen desserts

1. Common frozen desserts are ice creams, sherbets, ices, mousse, parfait, and frozen pudding or fruits.

2. These are very popular when fixed in a decorative manner.

3. These are inexpensive and can be purchased prepared to eliminate most production labor.

D. Cakes

1. Cakes are easily prepared and have a good shelf life.

2. Most cakes are made through the use of prepared cake mixes.

3. These vary in size and shape according to the pan and mix used.

E. Pies

1. These are more time consuming and expensive to make than most desserts.

2. Pies are very popular desserts in cafeterias even though they are usually more expensive.

3. Pie servings should be removed from the shelf if the crust becomes soft and gummy.

F. Fruit

1. Fruit usually comes in large cans and is chilled for serving.

2. The fruit is kept moist placing the juices in the bowl.

3. Mix fruits to get a variety of colors.

G. Fried desserts and pastries

1. These require dough similar ch that used in pies.

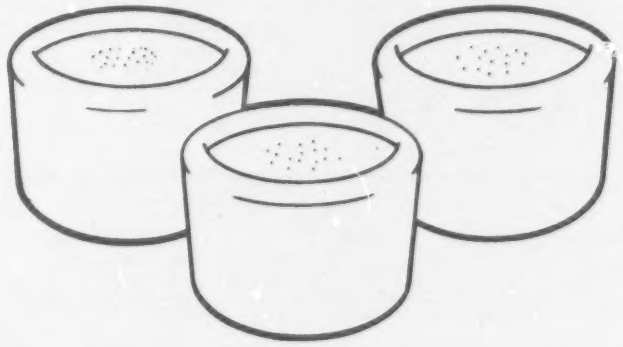
2. These are usually filled with a fruit ot creamy filling, then baked or fried.

3. These are usually large enough to be served individually.

II. Portioning desserts--servings should be large enough to satisfy the customer, but not so large that the cafeteria will lose money.

A. Amounts

1. Each serving should be of the same size

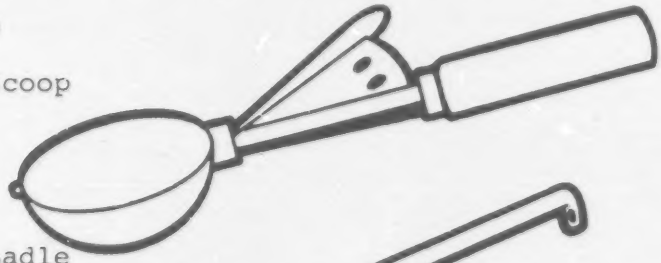


2. If there is a limited amount of dessert and a certain number of customers, divide the dessert into that amount of servings.

3. Use tools to make portioning easier.

B. Tools

1. Scoop



2. Ladle

3. Large spoon

4. Rubber scraper

5. Spatula

C. Soft desserts

1. Use a scoop for portioning these desserts.

   a. Each scoop has a number inside the bowl.

   b. The number tells the size of the scoop.

   c. The scoop number tells how many scoopfuls there are in a quart.

2. If there are a certain number of customer to serve in a group, count out the number of dishes needed.

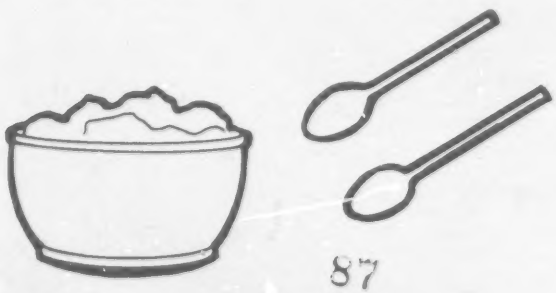
3. Select the size scoop to divide the number of quarts you have into the right number of portions.

   (NOTE: This applies only if there is a limited amount of the dessert to portion.)

4. When the supply of dessert is not limited, just select the size of scoop and bowl that will provide the customer enough dessert.

5. Use a rubber scraper to assist in removing soft desserts from a scoop.

6. When adding whipped cream on top of some desserts, use one spoon to dip the cream and one to push the cream from the first spoon onto the dessert.



7. As each dessert is prepared, it should be placed on a clean tray or cart.

8. Place all trays or carts of desserts in the refrigerator until they are needed at the serving counter.

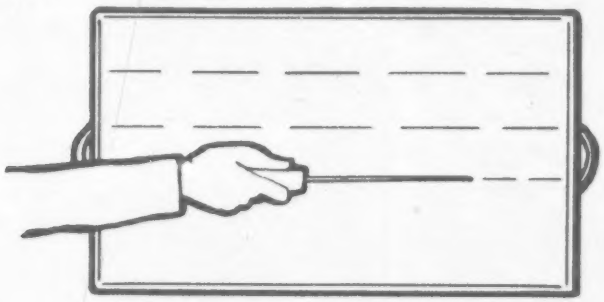
D. Cakes

1. A spatula is used to cut and portion cakes.

2. Each cake must be cut into a certain number of pieces, each piece being the same size.

3. Use the spatula to mark a cake into the number of pieces desired before you cut the cake.

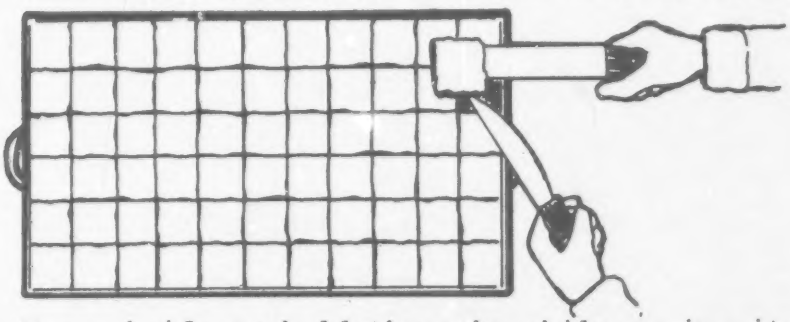
(NOTE: Make sure each piece of cake is the same size.)



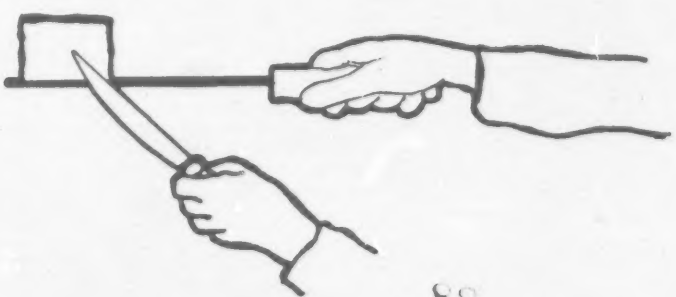
4. Cut the cake into the equally marked pieces.

5. Cut around the outside of the cake using the spatula.

6. Remove each piece from the pan with the spatula.

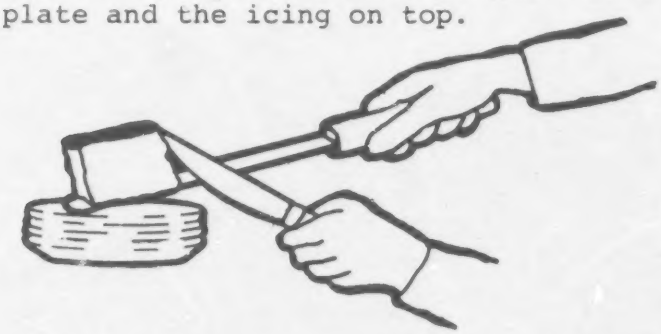


7. Use a knife to hold the cake while moving it to a plate.



8. Push the cake from the spatula onto the plate with a knife.

   (NOTE: The piece of cake should be centered on the plate and the icing on top.



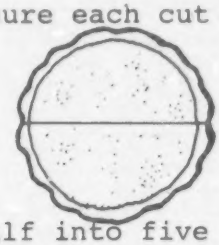
9. Place the plates on a tray or cart and place them in a refrigerator.
10. When displaying cake, place it so both the icing and cake may be seen.
11. Resupply the servings on the counter as the customers take them.

E. Pies

1. Use a spatula to cut and portion a pie.
2. Each pie should be cut into approximately ten pieces.

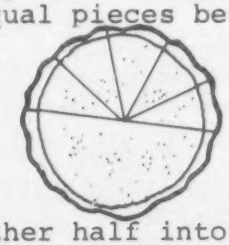
   a. Cut the pie in half

   (NOTE: Make sure each cut goes through the pie crust.)

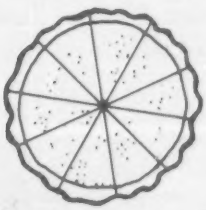


   b. Cut one half into five equal pieces.

   (NOTE: You may want to mark the crust with the spatula for equal pieces before cutting.)

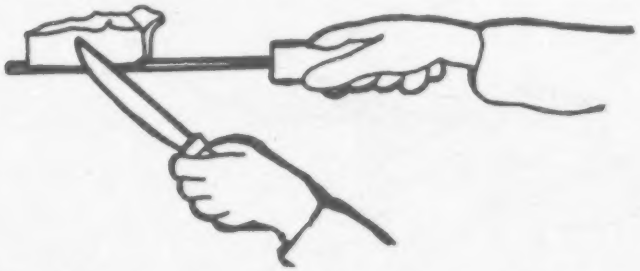


   c. Cut the other half into five equal pieces.



3. Push the spatula under each piece of pie and lift the pie from the pan.
4. Use a knife to hold the piece of pie in place on the spatula and push the pie to the plate.

   (NOTE: Be careful not to break the pie into pieces.)



5. Place the pie into the refrigerator until needed at the counter.
6. Place the pie on the counter with the point toward the customer.
7. Resupply the pie as the customers take them.

F. Fruit

1. Most fruit comes in one gallon cans.
2. Fruits are ready to serve from the can but are best if chilled in the refrigerator.
3. Use a can opener to remove the fruit from the can.

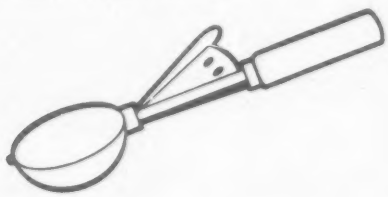
4. Use a scoop or ladle to portion fruits
5. You may find that placing the fruit in a large bowl helps in portioning the fruit.
6. Place the fruit in the correct bowl size.
7. Add enough juice to cover the fruit but not so much that it will easily spill.
8. Wipe any spilled juices from the bowl or counter.
9. Place the bowls on a tray and place them in the refrigerator.

UNIT II-H

COUNTER ATTENDANT

ASSIGNMENT SHEET #23--IDENTIFYING TOOLS USED FOR SERVING DESSERTS

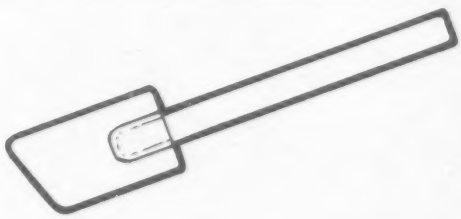
Directions: Write the correct name of each tool pictured below in the blank provided.



1. _____

2. _____

3. _____



4. _____

5. _____

ASSIGNMENT SHEET #24--IDENTIFY DESSERTS SERVED IN CAFETERIAS

Directions: Using information from your training station answer the following questions.

1. List ten types of desserts served in the cafeteria.

   a. f.

   b. g.

   c. h.

   d. i.

   e. j.

2. List five rules for portioning desserts in your cafeteria.

   a.

   b.

   c.

   d.

   e.

3. Explain how you would portion each of the desserts listed above.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

UNIT II-H

COUNTER ATTENDANT

INFORMATION SHEET #10--ENTREES

I. Entrées--The main meal item which is usually a meat and often the most costly item of a meal.

A. Beef

1. Roast

2. Steaks

Examples: Chicken fried, T-bone, and hamburger

3. Combinations

(NOTE: Beef is often prepared in combination with other food items to be served as the main entrée.)

Examples: Meatloaf, stuffed peppers, and meatballs.

B. Fish

1. Shrimp

2. Flounder

3. Fresh water catfish

4. Crab

5. Lobster

(NOTE: Fish is often prepared in many ways and in combination with other food items.)

C. Pork

1. Ham

2. Chops

(NOTE: Pork is often prepared in many ways and in combination with other food items.)

D. Fowl

1. Chicken

2. Turkey

II. Portioning

A. Servings should be equal in number or size, depending on the type of meat being served.

B. Since meat is usually the most expensive item on the serving line, servings should not be too large.

(NOTE: If servings are too large, the amount of profit for the cafeteria will decrease.)

C. Cut meats across the grain of the meat.

(NOTE: This will allow the customer to easily cut and chew the meat.)

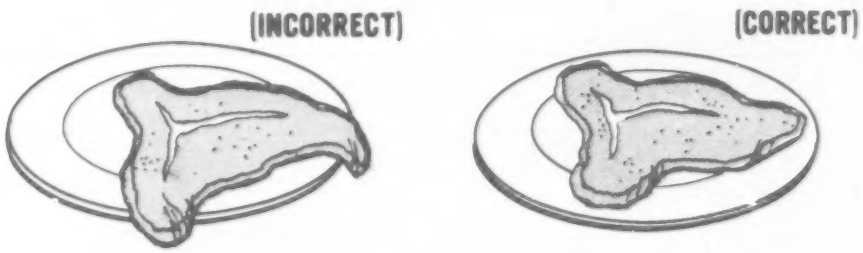
D. Keep the cooks informed of amounts of meats left on the serving line.

(NOTE: Meats take longer to prepare so their preparation must be planned well in advance of serving.)

E. Always check with your supervisor prior to serving to find out the number of servings for each meat during regular meals.

Examples: One or two pieces of chicken, two or three pieces of shrimp, or one or two fillet of fish.

F. Place entrees on plates which are large enough to hold the portion without hanging over the edges.



G. Check with your supervisor on how many different entrees may be served to one person on lunch specials.

(NOTE: Usually only one entree per person is allowed.)

COUNTER ATTENDANT

ASSIGNMENT SHEET #25--ENTREÉ PORTIONS

Directions: Fill in the chart below with the different entreés served on your training station. Tell the size of each entree portion by weight, number or scoop size. Give any special serving instructions you may have received about one entreé.

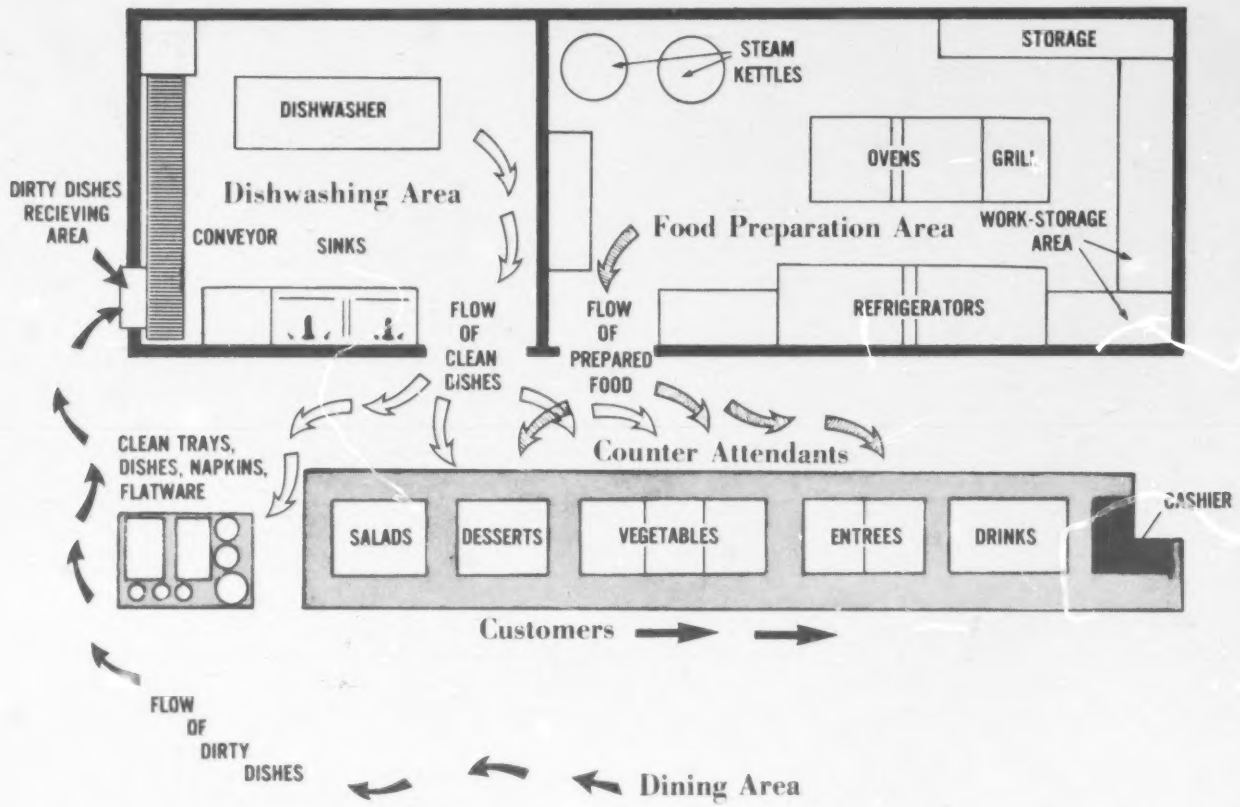
Entreé	Size of Portion	Special Instructions
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

COUNTER ATTENDANT

INFORMATION SHEET #11--KEEPING THE COUNTER SUPPLIES

I. Cooperative efforts

A. The counter attendant should be familiar with the needs of the counter and the ability of the kitchen to supply them.



B. Cafeterias use either a runner or an electrical communication system.

1. The runner brings the food and supplies from the kitchen and removes the empty containers from the serving line.

2. The electrical speaker systems are used by the counter attendant to relay requests for additional foods to the kitchen.

(NOTE: Conveyor belts are often used to transfer the food from the kitchen to the counter.)

C. Communication between the cooks and counter should always be open so that foods will always be prepared in time for serving.

D. The dishwasher should be notified any time the dishes, trays, or flatware supplies start getting low.

II. Counterperson's responsibilities

A. Keep the counter organized.

1. Have the trays and supplies organized.

2. Plan ahead so that the kitchen may have orders ready when needed.

B. Plan your movements.

1. Watch for runners or other counter attendants.

2. Move quickly but do not run, even during heavy customer loads.

3. Carry empty pans into the kitchen as you go for supplies or food.

4. Ask other counter attendants if they need supplies from the kitchen if you have to go to the kitchen.

5. Avoid wasting time in the kitchen.

C. Warn employees or customers of hot plates, pans, or foods.

Example: "Be careful, sir, this soup is very hot!"

D. Make sure foods being served stay hot on the counter.

E. Make sure foods removed from the kitchen have been completely prepared.

(NOTE: Garnishes, seasoning, and sauces are often added to a food after it has cooled slightly from cooking temperature.)

F. Leave cold or frozen foods in the cooling units until needed.

G. Slow the resupplying process after heavy customer loads have been served.

H. Bring sauces from the kitchen or dip them from the pan to keep meats moist during serving.

COUNTER ATTENDANT

ASSIGNMENT SHEET #26--RESTOCKING THE COUNTER

Directions: Answer each of the following questions concerning supplying the counter with food and other items. Explain the reason for your answer.

1. Who is responsible for notifying the kitchen personnel if an item is getting low on the counter?

2. What types of communication are used between the kitchen and counter?

3. Should you assist other persons on the counter if they get behind in their serving or run out of a food item?

4. Should you try to sell the customer the food that gets cold during serving time?

5. How long should the food trays be kept full of food on the serving line?

UNIT II-H

COUNTER ATTENDANT

ASSIGNMENT SHEET #27--POINT OUT THE FLOW OF FOOD AND SUPPLIES

Directions: Select one of the methods given below to explain how prepared food comes from the kitchen in pans, and how the pans and other utensils get to the dishwasher and back to the serving line.

1. Draw a floor plan of the serving area kitchen and dishwashing area. Label all equipment used in food preparation, processing, and serving. Draw arrows to show the flow of food and utensils or pans in the cafeteria through a complete circle. Write the title of each person in the area where they handle the food or equipment.

2. Explain in writing how food and supplies get from the kitchen to the serving area and back to the dishwasher. Explain what each person does with the food and supplies, and how the total group communicates in a cafeteria.

COUNTER ATTENDANT

INFORMATION SHEET #12--CLEANING THE COUNTER

I. Closing responsibilities

A. All foods should be removed from the counter at the end of the day.

(NOTE: Foods should be covered between serving periods during the day.)

B. Pour out unsold drinks in glasses or cups.

C. Place bread in storage.

(NOTE: Remove molded bread from storage areas.)

D. Drain steamtables.

1. Flush the tank with fresh water.

2. Scrub the walls and pipes with a stiff brush.

3. Clean water scale with special cleaners.

(NOTE: Check with your supervisor before using these chemicals and always flush the tank with fresh water after use.)

E. Clean the steamtable tops and faces or sides with a warm detergent solution.

F. Clean and polish the glass shelves and racks.

G. Clean the tray rails on top and bottom.

H. Clean all corners and cracks where food builds up on the counter equipment.

I. Clean the toaster if it is located in the counter area.

J. Wash the outside of coffee urns and drink dispensers with a detergent solution.

K. Rinse the inside of coffee urns with clean water.

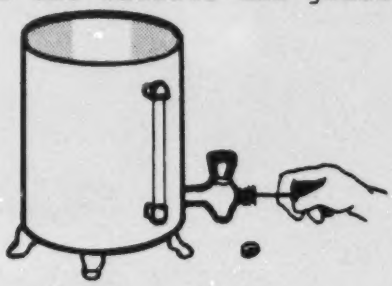
1. An urn brush may be used to scrub the inside of the coffee urn.

(NOTE: This brush should not be used for any other cleaning.)

USE OF SCRUB BRUSH

Cleaning interior surface of urn

2. A spoonful of baking soda or a commercial cleaner used once a week will get rid of bitter taste that often builds up in coffee equipment.
3. Always rinse thoroughly to remove any cleaners.
4. Clean the faucets and glass gauges with small brushes.



Cleaning faucet and gauge glass with slender brush

Remove threaded cap at end of faucet

L. Clean all containers which hold food on the counter.

II. Cleaning stainless steel

(NOTE: To achieve cleanliness and sanitation standards required in cafeterias, equipment should be cleaned daily.)

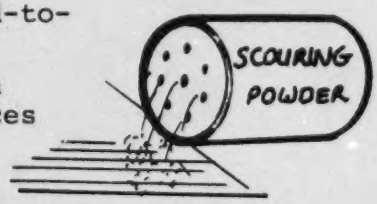
A. General cleaning

1. Warm detergent solutions should be used for routine cleaning on exterior surfaces of equipment.
2. All surfaces should be rinsed with warm water and wiped dry with a clean cloth.

   (NOTE: Rinsing agents may be added to the rinsing water to prevent spotting.)

3. Use scouring powder to clean hard-to-remove spots.

   (NOTE: Rub in the same direction of the polish lines on the surfaces to preserve the finish.)



B. Removing fingerprints

1. Wipe on clear mineral oil or other cleaners that will leave a thin oily film.
2. Remove excess cleaner with a clean dry cloth.
3. Wipe surfaces occasionally to remove accumulated fingerprints.

C. Removing scale and hard water film

1. Flush scaly surfaces with clean water.
2. Brush a mild solution of acid-type cleaner on the surfaces.

   (NOTE: Check with your supervisor for the correct cleaner and always read the label of each cleaner used.)

   (Caution: Protect your eyes, skin, and clothing from the cleaners.)

3. After 15 minutes, rinse the cleaner off with clean water.

4. Dry the surfaces with a clean cloth.

5. Repeat this process to remove water film completely.

6. Add water softener to the water used in the equipment.

(NOTE: Water softeners assist in stopping water film build-up.)

III. Cleaning standards

Many times certain areas are overlooked in the daily cleaning schedule since employees are eager to leave at the end of their working hours.

A. Areas requiring periodic cleaning

1. Remove dishes from storage bins, plate warmers, and other storage areas and wipe the shelves and walls.

2. Remove racks or false bottoms on the steam tables and clean thoroughly.

3. Clean areas where bread and other such foods are stored.

4. Remove utensils from the counter area and clean drawers.

5. Remove ice cream and containers from the freezer compartments.

B. Areas often overlooked during cleaning

1. Undersides of racks, counter edges, and glass shelves must be cleaned.

2. Cracks and areas around screws or bolts accumulate dirt which should be removed.

3. Trays or racks on overflow areas of drink machines should be removed and cleaned.

COUNTER ATTENDANT

ASSIGNMENT SHEET #28--CLEANING THE COUNTER

Directions: Explain the procedures used in cleaning the counter by answering the following questions.

1. What do you do with each of the following foods at closing time, before cleaning the counter?

   a. Bread

   b. Food in pans

   c. Drinks

   d. Coffee

2. Explain the general cleaning responsibilities to be done at the end of the serving period.

3. Explain how stainless steel is usually cleaned.

4. Explain how to remove scale and hard-water film.

5. List five areas of cleaning that you have seen employees overlooking during cleaning.

   a.

   b.

   c.

   d.

   e.

6. Explain why routine cleaning is necessary in a cafeteria rather than each person occasionally cleaning the area for which he or she is responsible.

UNIT II-H

COUNTER ATTENDANT

UNIT TEST-PART I

Select the correct terminology to be used when working on the cafeteria counter.

1. Circle the word or words that best completes the statement.

   a. A (canister, heat lamp) is used to help keep food warm on the counter.

   b. A machine which will provide various kinds of drinks is a (coffee urn, drink dispenser.)

   c. The pleasing and tasteful appearance of food is called (eye appealing, displaying.)

   d. The arrangement of the serving line is the (display, set-up.)

   e. The amount of food served to a customer is a (portion, child's plate.)

   f. The (serving procedure, line speed) is the rate the customers are served and move by each station.

   g. An acidic sauce in which meat or vegetables are soaked to tenderize and enrich flavor is (meringue, marinade.)

   h. Unwanted particles can best be removed from a solution by (sanitation, filtration.)

   i. (Baking, Barbecuing) is cooking with direct heat while basting with a special sauce.

   j. A purchase made after the amount for the meal was tabulated is called (an overring, add-on merchandise.)

   k. A mistake in the cash register for an amount more than the actual purchase is called (a check tape, an overring.)

   l. The decoration added to a food is (garnish, condiments.)

   m. (Baking, Basting) is cooking with dry heat.

   n. A board or sign which lists the types and prices of foods is called the (canister, menu board.)

2. Write the correct term in each of the following blanks. Select from the list below.

station	display
garnish	line speed
heat lamps	portion
serving procedure	drink dispenser
urn	check tape
tabulation	overring
take-out	child plates

Cafeteria (a)_____ food at its best appearance so the customer may go to each (b)_____ where each type of food is arranged and make their selection. The customer may select from foods decorated with (c)_____ and kept warm by (d)_____ _____. The (e)_____ _____ depends on the rate the customer moves from station to station and the (f)_____ _____ used to get food to the customer. Once the customers have the proper (g)_____ of food and drink from the (h)_____ _____ or coffee (i)_____, they will receive a (j)_____ _____ which is the (k)_____ made by the checker of all food items and their total cost.

If an (l)_____ occurs, the checker will correct the check tape to the actual amount of the meal. (m)_____ _____ will usually cost less because it is a smaller serving for children but (n)_____ _____ food being taken out of the cafeteria is usually priced as regular meal items.

UNIT II-H

COUNTER ATTENDANT

UNIT TEST-PART 2

1. Identify unsafe conditions which may exist in a cafeteria. Circle the letter of each correct answer.

   a. Dirty equipment or utensils

   b. Plates stacked on the counter

   c. CO_2 tanks with more than 20 pounds pressure

   d. Frayed electrical cords on appliances

   e. Exposed hot surfaces

   f. Sharp knives properly stored

   g. Broken glass or cracked glass containers

   h. Ice on the floor

2. Identify correct safety practices by writing safe or unsafe in the blank provided.

   _____ a. Any type of shoes with plain leather soles are fine for working in a cafeteria.

   _____ b. Ice and spills should be cleaned from floors at the end of the serving period.

   _____ c. Hot pots should be handled with pot holders or protective gloves.

   _____ d. Do not turn off an appliance when handling it around water unless the cord is frayed.

   _____ e. The CO_2 tanks should be changed with consideration to all safety rules.

3. Identify the correct sanitation standards to be followed when working on the counter in a cafeteria by writing true or false to each of the following statements.

   _____ a. Counter surfaces should be cleaned at the end of the day only.

   _____ b. Warm water should be used in cleaning.

   _____ c. Ice machines are self-cleaning and never need cleaning.

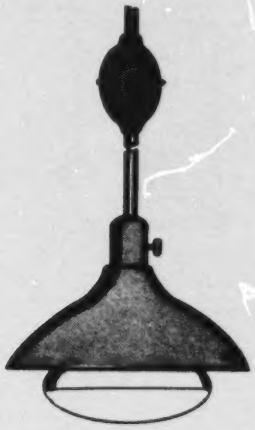
   _____ d. Food containers should be cleaned each time they are used

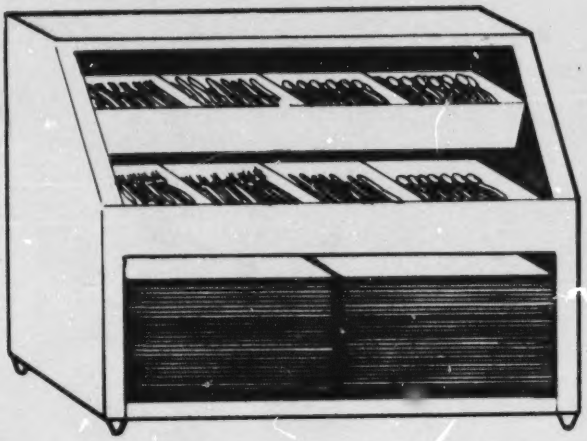
   _____ e. Spoiled foods should be thrown away.

COUNTER ATTENDANT

UNIT TEST-PART 3

Identify the counter equipment used in a cafeteria. Explain the use of each in the space provided.





1. _____-_____

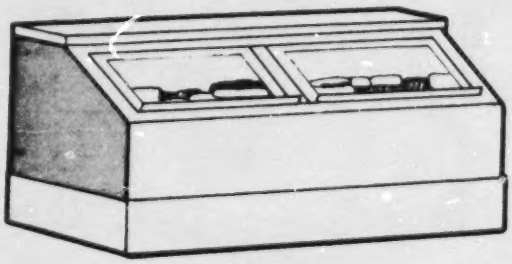
_____

_____

2. _____-_____

_____

_____



3. _____-_____

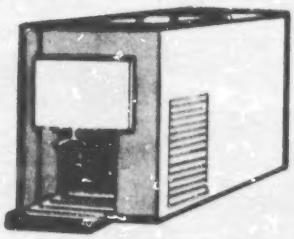
_____

_____

4. _____-_____

_____

_____



5. _____ - _____

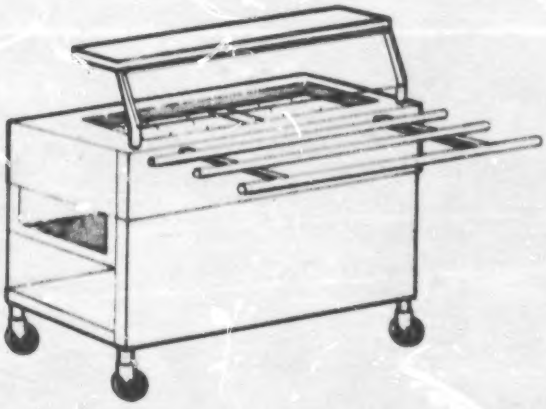
_____

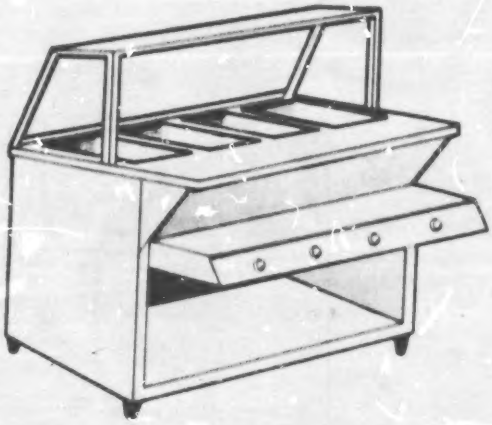
_____

6. _____ - _____

_____

_____





7. _____ - _____

_____

_____

8. _____ - _____

_____

_____

COUNTER ATTENDANT

UNIT TEST-PART 4

Explain the correct methods to add eye appeal to foods on the counter by answering each of the following questions.

1. Select the number of the word or words that best completes each of the safety and sanitation rules which affect the eye appeal of foods on the counter.

_____ a. Handle glasses

(1) by the rim
(2) by the base
(3) with gloves

_____ b. Place your fingers

(1) under the plate
(2) on the top edge of the plate
(3) in the center of the plate

_____ c. Food should be handled with

(1) a dish towel
(2) your hands
(3) tongs

_____ d. If you sneeze, use

(1) a handkerchief
(2) the back of your hand
(3) the dish towel

_____ e. You should not smoke

(1) in the food serving area
(2) in public
(3) at home

_____ f. If you get food on your fingers, you should

(1) Lick your fingers
(2) Have the customer lick your fingers
(3) Wipe your hands clean with a towel

_____ g. Talk to the other employees on the counter when

(1) all the time
(2) when they speak to you several times
(3) only when it is necessary to relay a message

2. List five ways the counter can be decorated to add eye appeal to food. Be specific in your answers.

   a.

   b.

   c.

   d.

   e.

3. Answer each of the following questions concerning the arrangement of the counter.

   a. How should silverware be arranged on the counter?

   b. How are the dishes of salad arranged at the salad bar?

   c. Where should new dishes be placed as the filled ones are removed by the customer?

   d. Why should food be scraped from the sides of the pans as they are emptied?

   e. When is the menu board changed?

   f. When should the kitchen and the runner be notified for additional supplies for the counter?

COUNTER ATTENDANT

UNIT TEST-PART 5

1. Point out the general responsibilities of the counter attendant when preparing the counter for serving by placing a "√" in front of each correct statement below.

   _____ a. Clean silver should be placed in one big container so the customers may pick out the utensils they need.

   _____ b. Napkin holders should be filled with napkins.

   _____ c. The cold table should be filled with cold water.

   _____ d. Heaters must be turned on before food is brought to the serving area.

   _____ e. Water is usually left in the steam tables and will not need to be checked.

   _____ f. Clean wiping cloths should be placed along the serving line.

   _____ g. Menu boards are prepared by the cooks and will not need to be changed.

   _____ h. Dishes may be brought to the serving line as needed during serving.

   _____ i. Coffee should be prepared well in advance of serving time.

   _____ j. Serving utensils will come out with the pans of food so additional utensils are not necessary.

2. Explain the preparation necessary for each of the following stations prior to serving time.

   a. salad counter

   b. dessert counter

c. steam table

d. tray and flatware table

COUNTER ATTENDANT

UNIT TEST-PART 6

1. Explain why foods are portioned in a cafeteria.

2. Determine how each food is to be portioned by writing one of the following methods in front of each food in the list below.

weight
number
measure
scoop

_____ a. bacon
_____ b. butter
_____ c. sliced bread
_____ d. fried eggs
_____ e. scrambled eggs
_____ f. green beans
_____ g. baked potato
_____ h. soft drinks
_____ i. cake
_____ j. rolls
_____ k. pie
_____ l. banana pudding
_____ m. ice cream
_____ n. roast
_____ o. steak
_____ p. stuffed peppers
_____ q. meat loaf
_____ r. fried chicken
_____ s. soup
_____ t. cookies

3. List the general rules to be followed with each of the situations given below.

   a. You are asked to portion a food item and do not know what weight or measure is to be used.

   b. A customer asks for a larger portion than is called for by the cafeteria's portioning sheet.

COUNTER ATTENDANT

UNIT TEST-PART 7

1. Select the correct procedures for greeting a customer by placing a "✓" in front of each correct statement below.

   _____ a. Wear a pleasant smile.

   _____ b. Greet the customer by saying, "You want something to eat?"

   _____ c. Be able to tell the customer about any selection on the counter.

   _____ d. Never suggest foods for the customer.

2. Select the correct procedures for dealing with the customer by placing a "✓" in front of each correct statement below.

   _____ a. It is part of your job to be able to explain to a customer how a food item is prepared.

   _____ b. You should ask the customers how they would like each item served.

   _____ c. You should not try to answer customer questions during serving periods.

   _____ d. You should be sure of yourself if you do talk to the customer.

   _____ e. Be tactful in handling complaining customers.

   _____ f. Never call the supervisor even if you cannot correct a complaint by the customer.

COUNTER ATTENDANT

UNIT TEST-PART 8

Explain the drink preparation process by answering the following questions.

1. The three ways of making coffee are

   a.

   b.

   c.

2. The procedures used in making brewed and instant tea are

   a. brewed-

   b. instant-

3. List the supplies necessary on the counter used in preparing soft drinks

   a.

   b.

   c.

4. What gas is used in soft drink preparation?

5. Where are the lines connected that come from the gas tank and fountain?

6. How much crushed ice should be placed in each cup before filling with soft drink?

7. When should lids be placed on soft drink cups?

8. How should the cups be handed to the customer?

9. How often should the counter be resupplied with drink preparation supplies?

10. What sizes of drink cups are used at your cafeteria?

COUNTER ATTENDANT

UNIT TEST-PART 9

1. List six general types of desserts served in cafeterias.

   a.

   b.

   c.

   d.

   e.

   f.

2. Explain how the portion sizes of desserts are determined.

3. Select the tools used in portioning desserts from the list by circling the letters in front of the correct answers.

   a. Spatula

   b. Whip

   c. Scoop

   d. Meat cleaver

   e. Ladle

   f. Rubber scraper

   g. Large spoon

4. Explain in writing how you would portion each of the following desserts.

   a. Soft desserts

   b. Cakes

   c. Pies

   d. Fruit

COUNTER ATTENDANT

UNIT TEST-PART 10

1. List three meats served as the entree in a cafeteria.

   a.

   b.

   c.

2. Select the correct general rules concerning portioning entrees by placing a "✓" in front of the correct answers.

   _____ a. The portion size of a meat should depend upon how hungry the customer appears.

   _____ b. Servings of meat cannot be large because meat is the most expensive item on the counter.

   _____ c. Meat should be cut with the grain so that it will be tender.

   _____ d. Cooks should be made aware of the number of portions left on the counter so they will know if they should prepare additional food.

   _____ e. The number of servings per customer is determined by the supervisor.

   _____ f. Entrees should be placed on small plates which will make the entree appear to be large.

UNIT II-H

COUNTER ATTENDANT

UNIT TEST-PART 11

1. List the titles of the two persons with whom the counter attendant must communicate to get additional food and supplies brought to the counter during serving.

   a.

   b.

2. List two methods of communication used by the counter and kitchen workers in cafeterias.

   a.

   b.

3. Explain the flow of supplies from time they leave the counter to when they are cleaned and returned to the counter.

4. Explain the importance of communication between the counter attendant and the kitchen workers.

5. Point out the responsibilities of the counter attendant to keep the counter supplied by circling the letters in front of each correct statement.

   a. Keep the counter neat and organized.

   b. Run to get needed supplies during heavy customer loads.

   c. Ask other counter attendants if they need supplies when you go to the kitchen.

   d. Spend extra time in the kitchen during trips so that you may get to know the other employees.

   e. Warn people of hot plates or foods.

   f. Make sure foods remain hot on the counter.

g. Never tell the cook that something is wrong with prepared food even when it is obvious to you.

h. Keep as much of the frozen foods on the counter as it will hold.

i. Keep the meats moist by pouring sauces over the meat during the day.

UNIT II-H

COUNTER ATTENDANT

UNIT TEST-PART 12

1. Point out the responsibilities of the counter attendant when cleaning the counter by placing a "√" in front of each.

_____ a. Foods should be removed from the counter at the end of the day.

_____ b. Pour out unsold drinks in glasses or cups.

_____ c. Stack bread on the counter.

_____ d. Drain the steamtables once a month.

_____ e. Clean the steamtable tops with a warm detergent solution.

_____ f. Remove the glass shelves and send them to the dishwasher.

_____ g. Clean tray rails on top and bottom.

_____ h. Place soapy water in the coffee urn and drink dispenser and leave it overnight.

_____ i. Rinse the inside of coffee urns with clean warm water.

_____ j. Clean food containers only if there will be a different food in them the next day.

2. Select the correct cleaning procedures for (1) general cleaning, (2) fingerprint removal, and (3) removal of scale or hard water film from stainless steel. Write 1, 2, or 3 in front of the procedure to which each applies.

_____ a. Use scouring powder for hard-to-remove spots.

_____ b. Brush on a mild solution of acid type cleaner on the surfaces.

_____ c. Use water softener in the water.

_____ d. Add rinsing agents to the rinse water.

_____ e. Wipe on a clear mineral oil.

_____ f. Use a warm detergent solution.

_____ g. Allow the cleaner to set for 15 minutes.

3. Select the correct cleaning standards by circling the letter in front of each.

   a. Dishes should be removed from storage bins and plate warmers and the shelves cleaned.

   b. Bread storage areas should be cleaned often.

   c. Drawers are dustproof and should not be cleaned.

   d. Ice cream and containers should be removed from the freezer compartment for cleaning.

   e. Racks, counter edges, and other places that are not easily noticed do not need cleaning.

   f. Trays in overflow areas of drink dispensers need to be removed and cleaned daily.